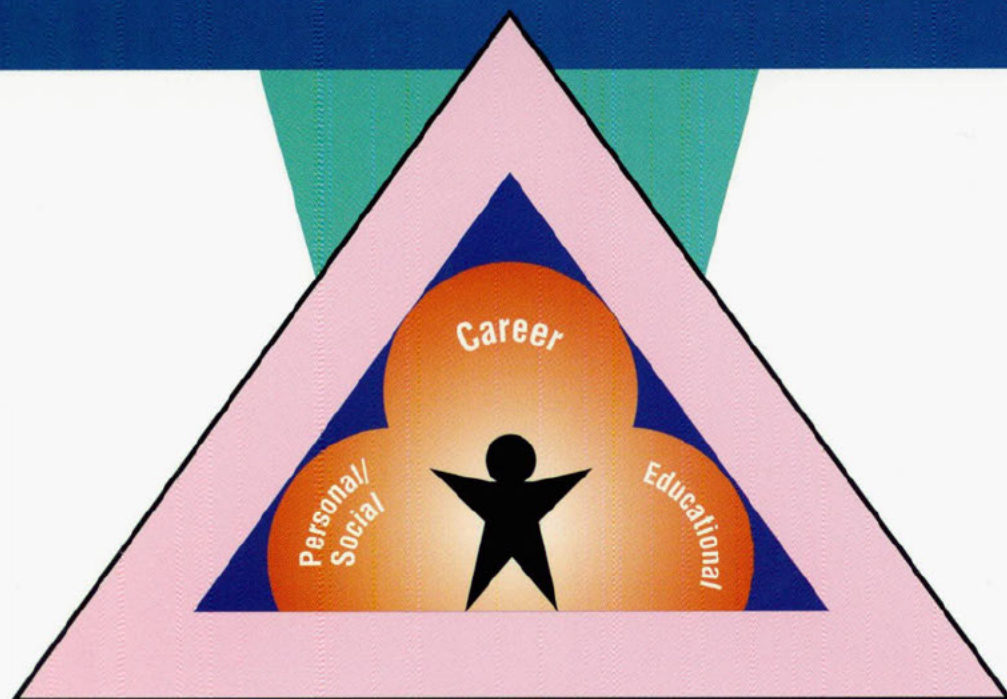


From Position to Program:

Building A Comprehensive School Guidance & Counselling Program



Planning and Resource Guide

From Position to Program:

Building A Comprehensive School Guidance and Counselling Program

Planning and Resource Guide



18991

September, 1995

ALBERTA EDUCATION CATALOGUING IN PUBLICATION

Alberta. Alberta Education. Special Education Branch.

From position to program : building a comprehensive school
guidance and counselling program : planning and resource guide.

ISBN 0-7732-1786-x

1. Educational counselling -- Alberta. I. Title. II Title: Building a
comprehensive school guidance & counselling program.

LB1027.5.A333 1995

371.42

For more information, contact

Special Education Branch
Devonian Building, West Tower, 11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2
Telephone: 422-6326
Fax: 422-2039

The primary intended audience for this document is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

Copyright © 1995, the Crown in Right of Alberta as represented
by the Minister of Education. Alberta Education, Special
Education Branch, 10th floor West Devonian Building,
11160 Jasper Avenue, Edmonton, Alberta T5K 0L2.

Except for those items that teachers/counsellors are directed to
reproduce, no part of *From Position to Program: building a
comprehensive school guidance and counselling program:
planning and resource guide* may be reproduced without the
written permission of the copyright owner.

Acknowledgments

The following individuals are gratefully acknowledged for their valuable contributions to the development of this manual.

Edmonton Catholic School District Writing Team:

Chris Diachuk, Department of Educational Services
Mark Edwards, H. E. Beriault School, St. Martha School
Sandy Gillis, St. Edmund School, St. Charles School
Glen Kirkland, Department of Educational Services
Tim Starko, St. Lucy School, Bishop Savaryn School, Katherine
Therrien School
Tony Tomko, Department of Educational Services
Corinne Whelan, St. Francis Xavier High School

Guidance and Counselling Advisory Committee:

Dale Frank, Counsellor, Bowness High School
Walter Goos, Student Services, Black Gold Regional
Division #18,
Hazel Love-McLaughlin, Supervisor - Guidance and
Counselling, Elk Island Public Schools
Don Melnychuk, Counsellor, Ross Sheppard High School
Garnet Millar, Coordinator, Guidance and Counselling, Alberta
Education (Chairperson)
Jim Orieux, Director of Student Services, County of Parkland
John Paterson, Associate Dean, Faculty of Education, University
of Alberta
Steve Ramsankar, Principal, Alex Taylor Community School
Carole Solberg, Counsellor, Glen Allan Elementary School

Special Education Advisory Committee Members:

Audrey Burrows, Council of Exceptional Children – Alberta
Federation
Trudy Harrold, Alberta Association for Bright Children
Eleanor Rice, Parent Representative
Fern Snart, University of Alberta
Dorothy M. Stanley, Alberta Teachers' Association
Bruce Uditsky, Alberta Association for Community Living
Fran Vargo, Premier's Council on the Status of Persons with
Disabilities
Jim Welsh, Rocky View School Division #41
Laurie Wilson-Larsen, Learning Disabilities Association
Ron Zapisocki, Edmonton RCSSD #7

Expert Opinion

The following individuals provided expert opinion and recommendations during the development of this planning and resource guide:

Dr. Norman Gysbers, University of Missouri
Beverly Mallett, St. Albert PSS District #6
Joan Monson, St. Albert PSS District #6
Carol Steen, Lethbridge School District #51

Special Thanks to:

Dr. Bryan Hiebert, Professor, University of Calgary
Dr. Bill Hague, Professor, University of Alberta

This document was prepared by the Special Education Branch, Alberta Education, under the direction of:

Harvey Finnestad, Director
Rick Morrow, Deputy Director
Garnet Millar, Coordinator, Guidance and Counselling

Desktop Publishing:

Betty Komick/Christina Papaiani
Darlene Olenek/Brenda Patterson

Editing:

Anita Jenkins

Graphic Design:

Shane Chen

Field Validation

The following teachers, counsellors, administrators and trustees are acknowledged for their assistance with the field validation of this planning and resource guide. These 68 individuals, who provided helpful suggestions, are from 53 schools and 24 school jurisdictions across Alberta.

Janella Abbey	Donna Kniel
Les Adamache	Bonnie Knoll
Dave Allston	Lorne Kosack
Colin Ash	Rhonda Lang
Dan Baird	Brad Leibel
Don Beggs	Anna Lega
Dean Bellerose	Sandra Luna
Adrien Bouchard	Michael Lupart
Vicki Brassard	Linda MacDougall
Linda Burness	Wade Magneson
Audrey Burrows	Shealagh McClelland
Kathleen Cammarata	Lesley McGuire
Wanda Christensen	Beverly Miskiw
Lynn Chobotar	William Moreau
Patrick Connor	Gerry Mowatt
Keith Cornish	Dale Norris
Cordelia Coutu	Colleen Palmer
Donna Dent	Marie Pilek
Jean-Paul Desaulniers	E. Patrick Powell
Elliott DeWolfe	Charlotte Ruppel
Lisa Dundas	Shirley Schwartz
Silvano Duregon	Patricia Schweitzer
Barbara Dussault	Robert Simonowits
Deena Forrester	Grant Smith
Sheila Froggatt	Laurie Steinbach
Lorne Garner	Ian Stewardson
Ron Golonka	Holly Tibble
Clifford Hanson	Lorna Tink
Leona Heuver	Karen Turner
Larry Hlushak	Mary Ann Wasylynchuk
Catherine Hughes	Bill Watson
Bob Irwin	Ron S. Zapisocki
Charlotte Jobb	Beth Zazula
Warren Kay	

Contents	Page
----------	------

Preface:	1
----------------	---

Part 1: Introduction.....	3
---------------------------	---

Part 2: Collaborative Delivery of the Program.....	13
---	----

Part 3: Issues and Strategies.....	33
------------------------------------	----

Part 4: Exemplary Programs.....	51
---------------------------------	----

Part 5: Designing a Comprehensive Program.....	61
---	----

Part 6: Achieving Learning Expectations	85
---	----

Part 7: Assessment and Accountability.....	122
--	-----

Part 8: Summary.....	133
----------------------	-----

References.....	149
-----------------	-----

Bibliography.....	151
-------------------	-----

Appendices

Appendix A: Alberta Education's Policy, Guidelines and
Procedures: Guidance and Counselling

Appendix B: Alberta Education's Standards for Psycho-
Educational Assessment

Contents - continued

Appendix C: Guidelines for Ethical Behavior and Alberta Teachers' Association Code of Professional Conduct

Appendix D: Self-Assessment Instruments for Counsellors

Appendix E: Models for Interagency Collaboration

Appendix F: Planning Tools for a Junior High School Program

Appendix G: Needs Assessment Instruments

Appendix H: A Sample Checklist for Assessing a Counselling Program Plan

Appendix I: Instruments to Assess Students' Study and Test-Taking Habits

Appendix J: Instruments to Assess Students' Social and Personal Needs

Appendix K: Career Education Assessment Instruments for Counsellors, Teachers and Students

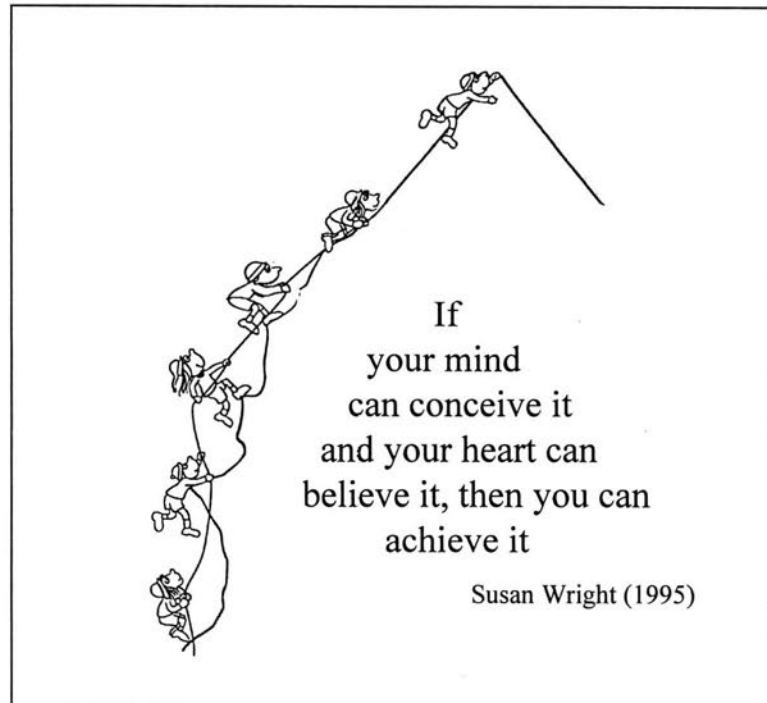
Appendix L: Samples of Other Useful Forms and Surveys

Appendix M: Selected Resources for Students and Counsellors.

List of Figures and Charts		Page
Figure 1.	General Model for a Comprehensive School Guidance and Counselling Program.....	12
Figure 2.	Guidance Themes in Alberta's Health and Personal Development Programs (and CALM 20).....	26
Figure 3.	Components of a School-Based Student Support Team.....	29
Chart 1.	Promoting Academic Growth Skills: Specific Strategies, Activities and Resources.....	38
Figure 4.	Process of Transition.....	40
Chart 2.	Encouraging Positive Student Transitions (Academic): Specific Strategies, Activities and Resources.....	43
Chart 3.	Encouraging Positive Student Transitions (Loss): Specific Strategies, Activities and Resources.....	46
Chart 4.	Developing Positive Interpersonal Relationships: Specific Strategies, Activities and Resources.....	49
Figure 5.	Designing a Comprehensive School Guidance and Counselling Program.....	62
Chart 5.	Examples of Identified Needs in the Primary Grades.....	67
Chart 6.	Examples of Identified Needs in a Junior High School.....	71

List of Figures and Charts - continued		Page
Chart 7.	Guidance Themes and Activities: Sample Yearly Plan for Porcupine Hills Senior High School.....	72
Table 1.	Average Counsellor-to-Student Ratios in Alberta.....	75
Table 2.	Counsellor-to-Student Ratios, 1993 and 1995.....	76
Table 3.	How School Counsellors in Alberta Spend Their Time.....	76
Table 4.	Percentages of Counsellors' Time Spent in Counselling Domains and Roles over the Three Levels of Schooling.....	77
Chart 8.	Student Competencies for Grade 3: Cityview Elementary School.....	78
Figure 6.	Designing a Comprehensive School Guidance and Counselling Program (Detailed Model).....	84
Chart 9.	Employability Skills Profile: The Critical Skills Required of the Canadian Workforce (Conference Board of Canada, 1992).....	93
Figure 7.	A Comprehensive Assessment Framework.....	127

PREFACE



This planning and resource guide is primarily for school counsellors, teachers and administrators who are involved in establishing comprehensive school guidance and counselling programs and services.

Over the past decade, significant changes have occurred in schools. These changes tend to mirror the issues and concerns that face society in general. Clearly, these changes have presented all educators, including school counsellors, with many challenging issues to address and opportunities to find imaginative solutions.

During this same time period, the delivery of school guidance and counselling services has begun to move from a therapeutic, position-focused model, that delivers services to specific populations, to a comprehensive model, that delivers programs and services to all students in a school. This shift involves the reformulation of guidance and counselling programs. Guidance and counselling are no longer ancillary, crisis-oriented services that mix school management tasks with student development tasks. Instead, they are part of a comprehensive developmental program that focuses on the educational, personal/social and

career growth and development of students. Many Alberta schools have already begun to re-engineer their guidance and counselling programs. They are using imagination and ingenuity to address the needs of students, today and in the future.

This guide is intended to assist Alberta schools in designing, implementing and assessing comprehensive school guidance and counselling programs that stress accountability to all key stakeholders in the school community – students, parents, school personnel and community representatives.

This planning and resource guide is divided into seven parts, and many appendices are also provided.

- **Part 1, “Introduction,”** presents a general model for a comprehensive school guidance and counselling program and describes the characteristics of a growth and development paradigm.
- **Part 2, “Collaborative Delivery of the Program,”** outlines three complementary components in the delivery of a comprehensive school guidance and counselling program, and describes the roles and responsibilities associated with each.
- **Part 3, “Issues and Strategies,”** examines several key issues facing school counsellors today.
- **Part 4, “Exemplary Programs,”** describes ideal programs at the elementary, junior and senior high school levels.
- **Part 5, “Designing a Comprehensive program,”** provides specific step-by-step suggestions.
- **Part 6, “Achieving Learning Expectations,”** focuses on achieving the learning expectations established by Alberta Education using a competency based approach.
- **Part 7, “Assessment and Accountability,”** provides ideas and strategies for assessing a comprehensive guidance and counselling program.
- **Part 8, “Summary,”** presents an implementation plan and a measure of the power of your program.
- **The appendices** provide supporting information, documentation and illustrative examples.

P A R T

1

Career

Personal/
Social

Educational

Introduction



Contents	PAGE
----------	------

Part 1: Introduction

Program Rationale.....	4
Characteristics of a Comprehensive Program	5
Goals.....	5
Basic Assumptions.....	6
Definitions of Key Terms	6
School Community.....	6
Comprehensive School Guidance and Counselling Program.....	7
Developmental Guidance Instruction.....	7
Individual and Small Group Counselling.....	8
Consultation.....	8
A Continuum of Prevention.....	9
Primary Prevention Level.....	9
Secondary Prevention Level.....	9
Tertiary Prevention Level.....	10
Coordination.....	10
General Model.....	11

PART 1: INTRODUCTION

All education springs from some image of the future. If the image of the future held by a society is grossly inaccurate, its educational system will betray its youth.

— Alvin Toffler, in *Learning For Tomorrow* (1981).

Program Rationale

This section presents a general model for a comprehensive school guidance and counselling program and describes the characteristics for a growth and development paradigm.

The future of school counselling is inexorably tied to the changes that are occurring in education generally. Educational restructuring, site-based management and demand for greater accountability clearly present both challenge and opportunity for school counsellors. To affirm the value of guidance and counselling programs, it is necessary to:

- promote a holistic approach toward the educational, personal/social and career growth and development of students
- work with parents and other key members of the school community to define and clarify their role and to set priorities for the use of counselling time and skills in the school
- demonstrate the relevance and effectiveness of guidance and counselling programs during a time of declining resources and increased demands for high quality services.

Today's students are faced with a future that promises to be complex and ever-changing. Every school in Alberta has a clear mandate and responsibility to prepare students for the future by helping them acquire the skills, knowledge and attitudes they need to:

- develop appropriate educational skills and plans
- know and appreciate themselves
- relate effectively to others
- explore career alternatives.

A comprehensive school guidance and counselling program, which can help students to develop these attributes, is an essential part of any quality education program.

Imagination is a contagious disease.

– Alfred North Whitehead

Characteristics of a Comprehensive Program

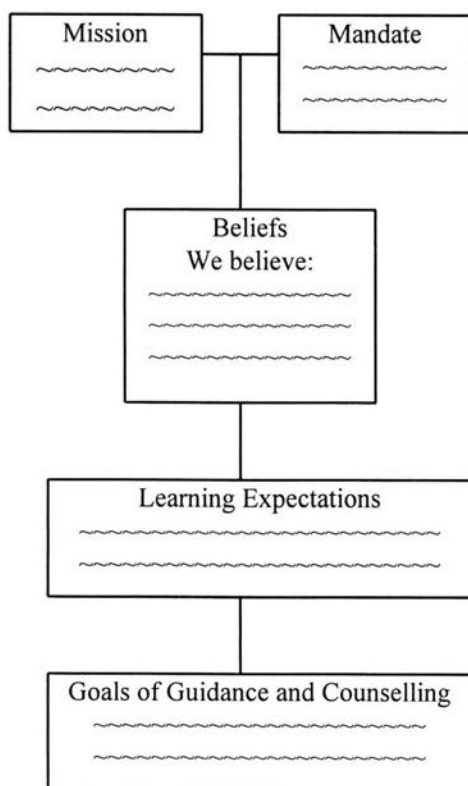
A comprehensive guidance and counselling program is an integral and planned component of an effective and caring school. It complements and supports the school's mission, goals and objectives. It provides a full range of developmental guidance instruction, counselling, consultation and coordination of activities and services. It is also developmental, since program activities are conducted to enable all students to achieve specific competencies. Although the emergent, crisis-driven needs of students must be met, a major focus of the program is on facilitating all students' growth and development.

Goals

The broad goals of school guidance and counselling programs in Alberta are to:

- help students interact effectively with others
- help students maximize their academic, social and emotional potential,
- help students acquire the knowledge, skills, attitudes and habits required to successfully respond to employment opportunities and societal expectations
- help students gain the skills they need to cope with personal problems and concerns that may impede educational achievement, career development and personal/ social growth
- request the assistance of parents, teachers and other school personnel in the identification of personal, social and intellectual needs of students
- help exceptional students and their families to identify and access appropriate intervention programs and services.

These goals are based on Alberta Education's "Mission And Mandate For Education" Statement, Beliefs And Learning Expectations (1995). These are described in Part 6.



Basic Assumptions

All those who are involved in planning and developing a comprehensive school guidance and counselling program should assume that the program will be:

- for all students and focuses on the domains of educational, personal/social and career growth and development
- coordinated by a school counsellor who also provides direct and indirect services to students, staff and parents
- a joint responsibility of the school involving the entire staff
- specifically designed to meet student needs that have been identified by members of the school community
- an integral program in the school curriculum, involving guidance instruction, coordination, consultation and counselling services
- able to respond to crisis situations and provide appropriate and timely interventions for students with serious problems
- focused on providing a balanced approach, offering developmental/preventative activities to all students to enable them to more effectively manage inevitable crisis situations
- based on collaborative relationships within the school and among home, school and community
- systematically planned, implemented and assessed on an ongoing basis, using a competency-based approach.

Definitions of Key Terms

Several key terms are used in discussions about comprehensive school guidance and counselling program. This section provides standard definitions for these terms.

School Community

The school community includes students, parents, school and school district personnel, and key individuals, businesses and agencies in the community where the school is located.

Developmental
Instruction in
Guidance

Counselling
onsultation
oordination

**Counselling Program
Plan (CPP)**

Comprehensive School Guidance and Counselling Program

A comprehensive school guidance and counselling program involves developmental guidance instructions, counselling, consultation and coordination activities and services that reflect and address the identified needs of a particular school community. This planned program is comprehensive in that it is designed to benefit all students and to strive toward a balanced approach to issues in each of three identified domains:

- educational growth and development
- personal/social growth and development
- career growth and development.

The comprehensive school guidance and counselling program is formulated and enunciated in the school's Counselling Program Plan (CPP), in concert with all the key stakeholders in the school community. The specific steps involved in this important process are outlined in Part 5 of this manual.

Developmental Guidance Instruction

Developmental guidance instruction is a preventative process of providing relevant information and skills to students, in small groups and in classes, to enable them to understand themselves and to actively facilitate their development in all areas – educational, personal/social, career, moral-ethical and esthetic. This preventative intervention involves a continual investment of time by teachers, counsellors and administrators to teach students life skills. For example, students need to learn how to find and solve problems and make good decisions in order to deal effectively with situations in their lives. Many of these issues are included in the provincial health curricula.

In reality, everything that is done in schools is in some way “guiding students.” For as long as schools have existed, teachers have guided their students in acquiring knowledge, in behaving appropriately in the classroom and in maintaining positive personal relationships. School administrators have guided students with respect to policies, curriculum, discipline and other aspects of the school's education program. Student guidance is important, and everyone who works in schools and cares about children and adolescents has a role in this process. The school administration encourages a total staff commitment to helping all students grow both educationally and personally.

One day, while fishing, a man noticed a body floating in the river. Immediately the man dived into the river, brought the body to shore, and revived the person by artificial resuscitation. Just then another body floated by. The man went through the same procedure and revived the second person. Still another body came by. By now the man thought it would be better to go up the river and find what or who was pushing people into the water.

The moral of the story: We should all learn to be strong swimmers so we can assume responsibility for our own welfare.

Anonymous

However, school counsellors are responsible for coordination of the program and for providing direct services to students, staff and parents.

Use of the broad term, “developmental guidance instruction,” helps school administrators, teachers and counsellors to recognize that, as Schmidt states (1993, pp. 33–4): “the entire education program of the school is guidance-oriented (or should be).” For this reason, it is inaccurate to confine guidance goals and objectives to a single program, such as school counselling. Since guidance permeates every facet of the school, no one person or program has (sole) ownership (or responsibility).

Individual and Small Group Counselling

Individual and small group counselling is a primary and direct service offered by school counsellors.

Counselling relationships are defined as ongoing, helping processes, confidential in nature, that help individuals to focus on concerns, plan strategies to address specific issues and assess their performance in carrying out these plans. Successful counselling relationships require a high level of knowledge about human development and behavior, as well as effective communication skills.

Depending on the circumstances, school counsellors sometimes offer brief counselling services to parents and school staff members. In these instances, their goal is to seek the support of these significant adults in making decisions about interventions in the home, school and/or community. By gaining this support, school counsellors provide advocacy for and indirect assistance to students.

Consultation

Consultation is both a structured process and a relationship. Through consultation, the school counsellor collaborates with parents, teachers and other professionals to identify and meet student needs, using a systematic, problem-solving approach.

Through cooperative planning and sharing of ideas, strategies and resources, all students are provided with more effective services.

Consultation is directed at

- 1) mediating and solving immediate problems
- 2) increasing problem-solving ability.

Although the immediate concern of a parent or a is often to identify effective ways of responding to or solving a problem, most consultation activities emphasize prevention. That is, the parent or teacher tries to identify a problem early and/or assist the consultee(s) so that similar problems can be resolved in the future.

In essence, school counsellors are student advocates who use consultation skills to enable all students to be more effective in learning, working and relating to others.

A Continuum of Prevention

Primary Prevention Level

The primary level of prevention focuses on preventing a problem from occurring. The emphasis is on the entire student population of a school. For instance, the school counsellor consults with school administrators, teachers, parents and representatives of the community before the school year begins to develop a pro-active school attendance program.

Secondary Prevention Level

The secondary level of prevention focuses on early indicators of problems. The goal is to shorten the duration or lessen the impact of a problem. For example, a teacher notices that a student's academic performance has dropped dramatically over the past four weeks and that the student has isolated himself from his peers during the school day. The teacher consults with the school counsellor. Together, they develop a plan to meet with the student's parents to gain additional information and to begin the problem-solving process. They also decide to reserve the option of referring the problem to the school-based support team for further problem-solving.

A bamboo seed needs to be patiently and regularly watered for four years — an act of faith because nothing happens. After four years the seed finally germinates and in the fifth year the plant grows 10 feet.

Anonymous

I watched an old wood carver picking up driftwood and drawing visions on paper. He told me that when he started working the wood he would often find a special knot below the surface that made it like no other piece of driftwood. As an artist he had learned to change his vision to accentuate the uniqueness of the burl.

Anonymous

There was a lovely city at the edge of a cliff. One problem perplexed the population: citizens kept falling off the cliff. The city fathers met and voted to build a hospital at the base of the cliff.

Anonymous

In this example, an intervention is based on behavioral signs that are clearly different from the student's usual behavior patterns. By developing such an intervention, the teacher and counsellor may avert or minimize more serious and potentially lasting consequences (such as ongoing academic failure and persistent negative peer relations).

Tertiary Prevention Level

At the tertiary level of prevention, consultation activities focus on minimizing the immediate consequences of an existing, severe problem. The emphasis is on regaining control over a situation so remediation and prevention strategies can be developed, implemented and assessed. For instance, the school administrator at a high school is distressed because 67 in-school suspensions have been given out over the past six months. Staff and student morale is low, and parents are demanding a change. With the assistance of the school counsellor, the administrator gains new information from other school districts, schedules a series of staff meetings to assess what kinds of student misbehavior are occurring, whether teachers are responding consistently to current discipline procedures and what might be done to reverse the trend. Using this information, a team of teachers develops a set of recommendations for reducing the number of in-school suspensions and preventing misbehavior.

In this illustration, the administrator and the staff are experiencing a severe problem. The school counsellor uses effective communication skills to gather data, collaborate, listen, mediate and help others to solve problems and make informed decisions. In other situations, the counsellor may be asked to provide specialized knowledge and skills during the consultation process.

Coordination

Coordination takes place both within the school and beyond. Alberta Education's (1994 a) publication entitled *Creating a Positive Place Called School* states that, in the school, the counsellor may have responsibility for coordinating school-wide testing, special needs placement and school-based support teams, peer support programs, conflict resolution teams and Canada Career Week activities

Outside the school, the counsellor may serve as a liaison between the school and a wide range of community-based

agencies such as Career Development Centres, and mental health professionals. Through this multi-disciplinary link with the community, the counsellor may be asked to facilitate a case conference to extend a school's existing problem-solving efforts or to access and organize specialized treatment and intervention for an individual student.

The counsellor may also coordinate activities between schools, such as orientation to a junior high school, assisting students who are moving, welcoming new students and arranging special placements.

General Model

As illustrated in Figure 1, the comprehensive guidance and counselling program in Alberta schools is centered around facilitating each student's educational, personal/social and career growth and development. The provision of the comprehensive program at the school level is viewed as a collaborative, multi-disciplinary task involving all members of the school staff. It is not the sole responsibility of the school counsellor. Parents/guardians are seen as their children's first teachers, and teachers are viewed as their students' first counsellors. For a guidance and counselling program to be truly comprehensive, a close, collaborative partnership must exist among the school, home and community.

To effectively deliver the activities and services offered in the comprehensive school guidance and counselling program, there must be developmental guidance instruction, as well as, counselling, consultation and coordination. The way in which duties associated with these activities and services are performed will vary. For instance, different activities and services will receive different amounts of emphasis at the elementary, junior and senior high school levels.

The specific needs of the students in each school will determine the way in which activities and services are provided. A competent, experienced school counsellor may or may not be available and this will be an important factor in decisions about how best to deliver services. Part 2 of this manual provided more details about alternative ways of delivering the program.

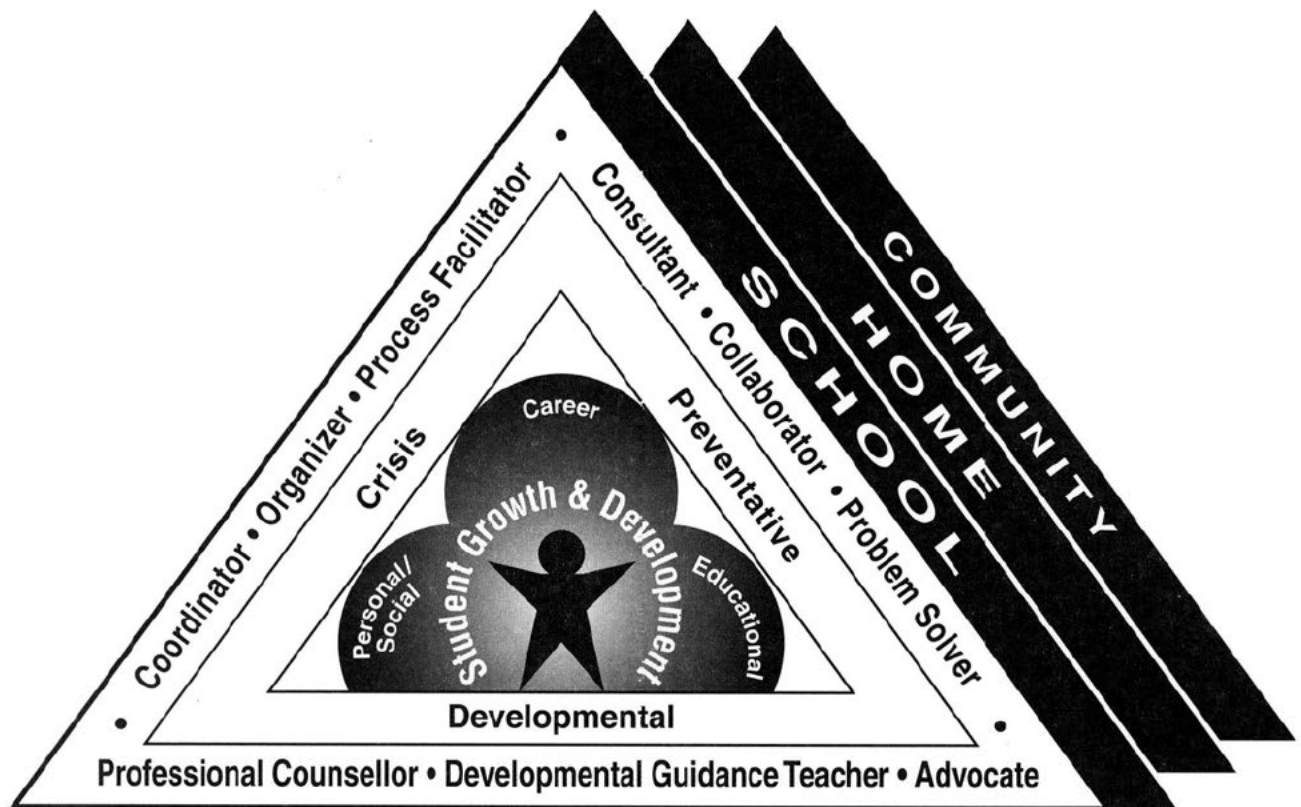


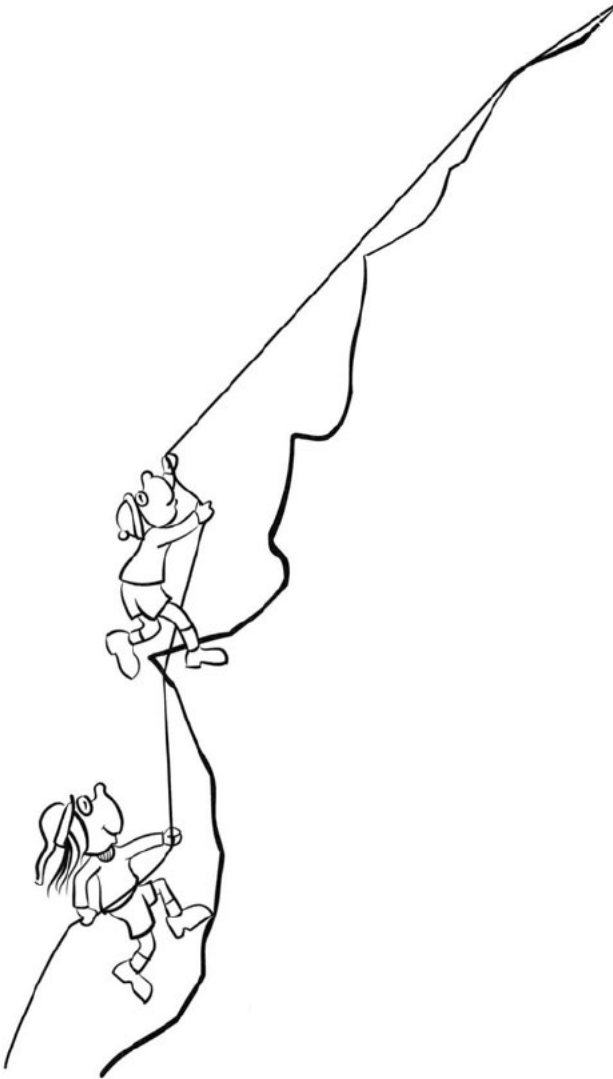
Figure 1:
General Model for a Comprehensive School Guidance and Counselling Program

P A R T

2



Collaborative Delivery of the Program



Contents	Page
----------	------

**Part 2: Collaborative Delivery Of
The Program**

Introduction.....	14
Key Roles.....	15
Students.....	15
Parents.....	15
Teachers.....	15
The School Counsellor.....	16
The School Administrative Team.....	16
The School Council.....	16
The Community.....	17
The School Board.....	17
Alberta Education.....	18
Complementary Delivery Components.....	18
Professional School Counselling.....	19
The Teacher as Student Advocate.....	24
Interagency Collaboration	31

PART 2: COLLABORATIVE DELIVERY OF THE PROGRAM

This planning and resource guide will serve as an excellent resource to provide guidelines and samples to guide in the development and implementation of a comprehensive guidance and counselling program in our school.

— Lesley McGuire, Counsellor
Beacon Hill Elementary School, Fort McMurray

Introduction

This section outlines the roles and responsibilities of the guidance and counselling team. Three complementary components for the delivery of a comprehensive school guidance and counselling program are presented.

Under provincial policy, a comprehensive school guidance and counselling program is as an integral part of a school's total education program (See Appendix A). Local schools should offer a comprehensive guidance and counselling program designed to help all students identify and develop their educational, personal/social and career strengths in order to become responsible community members, with a lifelong commitment to learning. An effective school guidance and counselling program is *developmental* by design. That is, the program focuses on student needs and on issues related to the various stages of student growth and development.

A comprehensive program has three complementary delivery components:

- professional school counselling service
- the teacher as student advocate
- interagency collaboration.

Specific student needs are addressed by each of these components, but a comprehensive guidance and counselling program includes elements of all three components.

Each of the key members of a school community has a role to play in planning, delivering and assessing a comprehensive guidance and counselling program.

Key roles

As mentioned earlier, a comprehensive guidance and counselling program must become an integral part of a school's total education program. Therefore, it must be viewed as a shared responsibility of the school and the total school community.

Students

Students:

- may assist in identifying their needs
- may participate in determining the focus and direction of the comprehensive school guidance and counselling program
- assume, in a developmental context, increasing responsibility for individual educational, personal/social and career outcomes.

Parents

Parents:

- assist in determining student and community needs
- may serve on the school council
- participate in determining the focus and direction of a comprehensive school guidance and counselling program
- may assist in acquiring resources needed to implement the program
- provide comments on the effectiveness of the school's Counselling Program Plan (CPP)
- helps son/daughter explore career paths.

Teachers

The Teacher:

- plays a critical role as an active participant in the delivery of a comprehensive guidance and counselling program through daily contact with students
- is sensitive to the developmental needs of students
- adapts instructional strategies to meet the needs of exceptional students
- provides career information to students in existing curriculum (including information about further education)
- works collaboratively with parents and the school counsellor to meet the behavioral needs of "at-risk" students.

The School Counsellor

The school counsellor:

- provides leadership in establishing, implementing and assessing a comprehensive guidance and counselling program and takes the lead in developing a CPP
- provides counselling, consultation and coordination programs and services to key stakeholders in the school community to promote positive decision-making, to teach responsibility and to promote self-worth
- shares professional expertise in educational, personal/social and career growth and development with students, parents and school personnel
- coordinates programs and activities that promote student decision-making, teach responsibility and promote self-worth
- develops partnerships and collaborative relationships with individuals and agencies in the community.

The Principal and School Administrative Team

The school administrative team:

- has the key responsibility for ensuring that a comprehensive guidance and counselling program is an integral part of the school program
- participates in the selection of the counsellor
- assists in establishing and supporting the program in the school
- provides support for collaborative initiatives, such as the establishment of school-based support teams
- supports counselling-focused professional development activities
- supports interagency collaboration
- assists in planning and assessing the CPP.

The School Council

The school council could provide advice and consultation to the principal on services for students to help improve learning, such as guidance and counselling

Alberta Education. 1995.
School Council Handbook,
June, p. 4.

The school council:

- assists in determining student and community needs
- ensures that a comprehensive guidance and counselling program is an integral component of the school
- may assist in acquiring resources needed to plan implement and assess the program and the CPP
- communicates information about the comprehensive guidance and counselling program to parents and key community members

- assures a liaison between school and community through which the school's CPP is established, communicated and assessed
- fosters a partnership with the community to facilitate communication and increase accountability.

The Community

Members of the community:

- participate, through the school council, in determining the focus and direction of a comprehensive school guidance and counselling program
- provides specific programs and services designed to meet the needs of students and their families
- participates in interagency collaborative initiatives designed to coordinate services to students and their families
- provides feedback on the effectiveness of the school's CPP
- provides opportunities to highlight the role of employers in career exploration.

The School Board

The school board:

- encourages parental interest, communication and involvement in the school's comprehensive guidance and counselling program and services
- determines local policy, guidelines and priorities for guidance and counselling programs and services, within Alberta Education policy, guidelines and procedures
- provides additional assistance, resources and professional development opportunities to facilitate the successful establishment, implementation and evaluation of an individual school's comprehensive guidance and counselling program
- provides ongoing district support and supervision for school counselling staff
- maintains a district-wide liaison with various community and governmental agencies that either directly or indirectly address the needs of students and their families.

Alberta Education

Alberta Education:

- establishes specific policy, guidelines and procedures to provide direction for school guidance and counselling programs and services in the province of Alberta
- assists in the development of suitable resources to support the direction and delivery of guidance and counselling programs and services
- consults with school jurisdictions on guidance and counselling issues
- coordinates the planning and organization of regional activities in support of the delivery of quality guidance and counselling programs and services.

Complementary Delivery Components

The delivery of a comprehensive school guidance and counselling program involves these components:

- professional school counselling service
- the teacher as student advocate
- school-interagency collaboration

Each of these components is based on the general model for a comprehensive school guidance and counselling program provided in Part 1 of this manual.

For many years, school counsellors have devoted a great deal of their time, effort and energy to offering reactive, crisis-driven services to a small group of students. Building a comprehensive program will enable school counsellors to adopt a more balanced, collaborative approach to addressing the concerns of all students. This includes students' developmental needs, preventative measures and dealing with a crisis.

Each school will need to determine an appropriate balance among the following three components in accordance with the identified needs and the resources of the school community. The specific roles of key members of the school community, outlined earlier in this section, will be reflected in each school's Counselling Program Plan (CPP).

Professional School Counselling

In many schools, a competent, experienced and professional school counsellor has a significant role to play in the design, organization and delivery of a comprehensive school guidance and counselling program. The school counsellor is a certified professional educator who assists students, parents, teachers and school administrators by providing counselling, consulting and coordinating roles. To be most effective in these challenging roles, the school counsellor should be an individual who demonstrates specific skill, knowledge and professional attitude competencies.

Each school has a responsibility to assess its own unique needs, resources and priorities in order to determine which counsellor competencies are **essential**, **desirable** and **not needed** at this time. To assist individual schools in this regard, a planning guide has been included beside each of the competencies listed below.

In our school, these competencies are:		
Essential	Desirable	Not Needed At This Time

Skill Competencies

The school counsellor must be able to demonstrate skills in:

- working with other members of the school community to establish a comprehensive school guidance and counselling program that is clearly described in a Counselling Program Plan (CPP)
- assessing student needs
- identifying and accessing resources in the school and community
- counselling individuals and groups
- consulting with students, parents, school staff members and key individuals and agencies in the school community
- coordinating various school and school-community programs and services
- providing developmental guidance instruction
- communicating expressively and receptively
- providing educational counselling
- providing career counselling
- identifying and making appropriate referrals
- administering and interpreting ability, achievement, interest and aptitude tests, consistent with the standards developed by Alberta Education (see Appendix B)
- making decisions that are both legal and ethical

In our school, these competencies are:

Essential	Desirable	Not Needed At This Time

Professional Attitude Competencies

The school counsellor is able to:

- adopt a set of professional ethics, consistent with the guidelines provided in Appendix C, to guide his or her practice and interactions with students, parents, staff members and members of the community
- advocate for appropriate programs and services for all students
- assess his or her own performance on a regular basis to determine strengths and areas that need improvement (See Appendix D)
- develop a plan for personal and professional growth and wellness.

School counsellors who have the skill, knowledge and attitude competencies described above are in a unique position to serve the developmental guidance instruction, counselling, consultation and coordination roles outlined in the general model for comprehensive school guidance and counselling program.

Responsibilities of the School Counsellor

The professional school counsellor has clearly defined responsibilities to key members of the school community.

Responsibilities to Students

The school counsellor:

- has a primary obligation and loyalty to the student and respectfully treats the student as a unique individual
- encourages the educational, personal/social and career growth and development of each student
- seeks the involvement and input of students when designing, implementing and assessing the school's comprehensive guidance and counselling program
- when working with students and all other members of the school community, conscientiously adheres to the ethical responsibilities and guidelines outlined in Appendix C
- encourages and teaches self-responsibility
- informs all students of the programs and services offered through the school's comprehensive guidance and counselling program
- is available to provide programs and services to all students, on a needs-driven basis

- delivers a balanced program that includes developmental and preventative activities in addition to responding to crises
- to maximize student growth and development, creates a safe, inviting professional atmosphere in which mutual respect, understanding and confidence prevails.

Responsibilities to Parents

The School counsellor:

- recognizes that parents are their child's first teachers and that parents have a profound influence on their child's development
- to facilitate the students' growth and development, endeavors to establish a cooperative relationship with parents
- when designing, implementing and assessing the school's comprehensive guidance and counselling program, seeks the involvement and advice of parents
- provides parents with accurate, comprehensive and relevant information in an objective and caring manner, as appropriate and consistent with current ethical responsibilities and guidelines
- treats information received from parents in a confidential and appropriate manner
- helps parents to access appropriate community agencies as needed
- is sensitive to changes in the family and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities regarding the welfare of their children, by virtue of their position and according to law.

Responsibilities to Teachers

The school counsellor:

- acknowledges that teachers who create positive, interactive relationships with students, are the first counsellors of students and have the primary responsibility for their students' growth and development
- seeks the involvement and advice of teachers when designing, implementing and assessing the school's comprehensive guidance and counselling program plan
- always represents the perspectives offered by teachers accurately and fairly, with respect and with courtesy
- provides teachers with accurate, objective, concise and meaningful data as required to adequately assist students

- provides teachers with an informed, accurate interpretation of relevant student assessment data
- recognizes that teachers need support and assistance in dealing with student growth and development and provide information on courses from Alberta Education such as, Career and Technology Studies and the Registered Apprenticeship Program (RAP).

Responsibilities to the Principal and the School Administrative Team

The school counsellor:

- acknowledges that the school administrator plays a major role implementing and maintaining an organized team approach to comprehensive guidance and counselling services in the school
- develops a close, collaborative working relationship with the school administrator and provides specialized assistance regarding the design, implementation and assessment of the school's comprehensive guidance and counselling program plan
- advises the school administrator of any conditions in the school that may be disruptive, damaging or contrary to the best interests of students.

Responsibilities to the School Community

The school counsellor:

- is aware that key members of the school community play a significant role in the overall growth and development of students
- maintains ongoing, cooperative relationships with various individuals and agencies in an effort to coordinate programs and services for students in the school and for those who are in transition between the school and some other institution
- consistently carries out legal and ethical responsibilities in all counselling, consultative and coordination activities with members of the school community.

Responsibilities to the School Council

The school counsellor:

- works collaboratively with the school council, to gain input regarding an appropriate focus and direction for the comprehensive school guidance and counselling program
- assists in planning professional development activities for members of the school council (related to guidance and counselling issues)
- provides the school council with information about the school's Counselling Program Plan (CPP)

Responsibilities To Self and to the School Counselling Profession

The school counsellor:

- understands his or her personal characteristics and their effect on counselling, consulting and coordinating relationships
- is aware of his or her own level of professional competence and represents it accurately to others
- provides collaborative leadership regarding the design, implementation and assessment of the school's comprehensive guidance and counselling program
- is well informed of current research and best practice principles that potentially have an impact on his or her professional activities
- collaborates with members of the school community on an ongoing basis
- continues to develop professional competence and maintains an awareness of contemporary trends in education, as well as influences from the world at large
- fosters the development and improvement of the school counselling profession by assisting with appropriate research and participating in professional activities at the local, provincial and federal levels
- maintains constant efforts to adhere to strict confidentiality of information concerning individuals, and releases such information in a legal and ethical manner.

The Teacher as Student-Advocate

By necessity, today's teachers, do much more than present content and information to students. They are called on, daily if not hourly, to wear a number of different hats and to function in a variety of diverse roles, both inside and outside the classroom. Clearly, students are influenced not only by instruction, but by a teacher's caring and compassion.

As a result, teachers are faced with these challenging questions:

- How can we deal with conflict in our school?
- What will I do when a student confides to me that she is pregnant?
- How can we increase positive social interaction in our school?
- How will I handle the student who is emotionally "falling apart" before my eyes?

- What will I do when I suspect that a student is abusing drugs or alcohol?
- How can I help when a member of a student peer support team informs me that one of my students is suffering from an eating disorder?
- What will I do when a grade 12 student approaches me and tells me they have no idea what they are going to do, if and when, they finish school?
- What will I say to the student who approaches me to let me know he/she is suicidal and has finally found the courage to ask for my help?
- How will I respond when students tell me that the letters in the words they read always look “mixed up”?
- What will I do when students asks me to promise to keep a secret, but then tells me that he/she is being sexually abused at home?

Teacher as Student Advocate Inside the Classroom

Teaching is, first and foremost, a helping profession. While structuring a learning environment, the teacher is often aware of students’ physical, emotional and social needs, as well as their intellectual needs. To address these needs, many teachers create a pleasant atmosphere in their classrooms where students will be safe physically and secure psychologically. Students need to acquire a sense of belonging, identity and competence. When these basic requirements have been met, students can begin to explore the world of ideas.

From the moment the students enter the classroom, the teacher begins to establish rapport with them and to build trust — whether they stay for 45 minutes or the whole day. Teachers who are strong student advocates are kind, helpful, inviting and stimulating, as they guide students through learning activities. In their advocacy role, teachers:

- work towards fostering tolerance and cooperation in the classroom
- encourage students to interact with one another in positive and constructive ways
- teach the guidance themes that are included in the Alberta Education Health program (see Figure 2)
- help students learn to be good citizens by teaching them how to interpret events taking place around them, solve problems and make good decisions

- help students cope with developmental issues such as changing friendships and fear of failure
- offer reassurance and support to students who have experienced a crisis in their lives.

Elementary and Junior High	Secondary (CALM 20)
Theme I Self Awareness & Acceptance Theme II Relating to Others Theme III Life Careers	A. Self-Management B. Well-Being C. Relationships D. Careers & the World of Work E. Independent Living
OPTIONAL	
Theme IV Human Sexuality	1. Human Sexuality 2. Dealing with Crises 3. Entrepreneurship 4. Consumer & Investment Choices 5. Cultural Bridges

Figure 2: Guidance-related Themes in Alberta's Health and Personal Development Programs (and CALM 20)

The Teacher as Student Advocate Outside the Classroom

A teacher interacts with parents, other teachers, school counsellors, administrators, social workers and other key members of the school community on a regular basis. To be an effective student advocate, teachers must be able to establish rapport and work cooperatively with these people.

In addition to their classroom teaching duties and responsibilities, teachers often advocate for students outside the classroom by:

- responding to student's emotional and psychological needs
- resolving interpersonal conflicts among students and between students and their parents
- conducting conferences with parents and other members of the school community
- identifying students who are suffering from abuse and neglect, substance abuse and a variety of emotional and behavioral problems, and making appropriate referrals
- assessing students' developmental transitions and guiding their continued physical, emotional, social and spiritual growth, in addition to their educational development
- participating in the preparation and assessment of Individualized Program Plans (IPPs)
- facilitating problem-solving for students in crisis.

Establishing a Teacher-as-Student-Advocate Program

A qualified school counsellor is not always available to help teachers deal with the complex, difficult situations described above. As an alternative, some schools may elect to offer a structured teacher-as-student-advocate program. To make this approach viable, the school must:

- identify teachers who have a well defined ability to develop relationships based on trust, mutual respect and integrity with students, parents, school personnel and members of the school community
- review the counsellor competencies and responsibilities described in the preceding section, identify the strengths and limitations of staff who have an interest in serving as student advocates, and communicate the scope of their service to students, parents, school staff and community agency personnel
- survey student needs as identified by the key stakeholders in the school community and seek support for the teacher-as-student-advocate program
- adhere to legal and ethical practices as described in Appendix C, have the school administrator and "teacher as student advocates" decide which counselling roles can be provided through a teacher-as-student-advocate approach, and which roles must be delivered by other professionals in the school jurisdiction or the community

- identify and access the services of specific individuals and resources available in the larger school community to deliver programs and services that cannot be delivered through the teacher-as-student-advocate program
- inform all members of the school community of the scope of the teacher-as-student-advocate program.

Some Alberta schools have implemented teacher-as-student-advocate programs through School-based Student Support Teams (SSTs) and school mentorship programs.

School-Based Student Support Teams

A school-based Student Support Team (SST) is a pro-active, innovative strategy designed to respond to students with special needs. Using a team approach, a comprehensive school guidance and counselling program is delivered through combining professional school counselling service and a teacher as student-advocate program.

In one Alberta elementary school, the SST is coordinated by two part-time school counsellors who play a crucial leadership role in making the SST operational. The two counsellors:

- work directly with teachers and help them to understand, teach and advocate for students with special needs
- collaborate with the school administrative team
- consult with student service personnel in the school, at the school jurisdiction level and in outside agencies
- conduct student assessments
- design and monitor Individualized Program Plans with regular classroom and special education teachers
- develop a system for tracking students' progress
- conduct case conferences with parents and teachers
- consult with teachers and other SST members to conduct student needs assessment surveys every two years
- help administrators to prepare class lists that attempt to match teachers with students' academic and social-emotional needs
- conduct weekly sessions on pro-social skills, coping skills and study skills for students
- meet with staff from other schools to ensure smooth, positive transitions for students when they move on to junior high school
- build SST cohesiveness and staff morale.

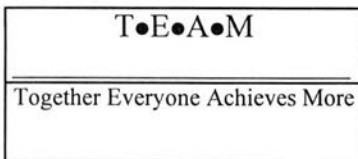


Figure 3 illustrates the components of a school-based Student Support Team.

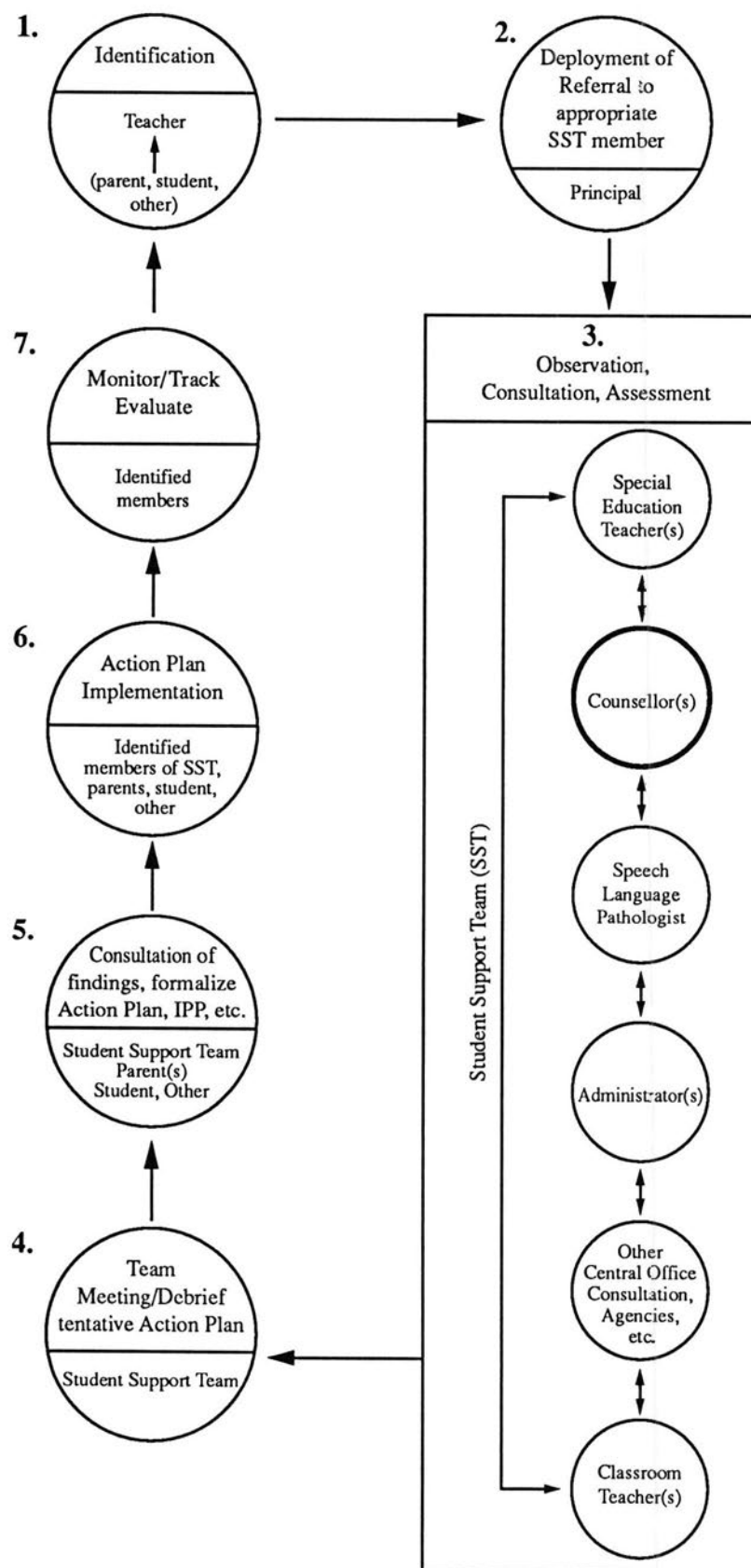


Figure 3: Components of a School-Based Student Support Team (SST)

School Mentorship and Advisor Programs

All students need to feel accepted and valued. This is particularly true for at-risk students who often experience failure, both academically and socially. In order to begin to turn their own lives around, these students need the support and security of a dependable adult who will communicate, “I do care about you. You do matter to me.” Connecting an at-risk student with a caring mentor or advisor who is committed to assisting him or her is a powerful means of conveying this message.

To be a successful mentor, a teacher who is a student advocate must:

- care about students
- be able to display compassion and concern
- be a good listener
- act as an advocate, advisor, role model, tutor and resource person.

Mentors can make a significant difference in the lives of students in the following areas:

- organizational skills (mentors can directly teach and monitor these skills and assist with homework and study skills)
- use of unstructured time (mentors can help students to explore positive uses of leisure time — clubs, sports, hobbies, volunteering, part-time jobs)
- advocacy (mentors can advocate on behalf of the student and encourage flexibility and tolerance among their teaching colleagues).

There are many different ways to organize and run a mentorship program.:

- mentors can be assigned to individual students
- mentors can be selected by individual students
- a group of students can be matched to a mentor through a homeroom assignment
- students can be matched to mentors through family groupings
- mentoring by school partners—business employers.

***One man may hit the mark,
another blunder; but heed
not these distinctions. Only
from the alliance of the one,
working with and through
the other, are great things
born.***

— Antoine de Saint-Exupery

***[One of] the purposes of
education is to teach
people who they are and
also to have positive
feelings about
themselves.***

— Dr. John Paterson

***It takes a whole village
to successfully raise a
child.***

— Old African Village
Proverb

Interagency Collaboration

It is estimated that every day, one in three students arrives at school with social, emotional and health problems that place him/her at-risk of failure (Dryfoos, 1994). Schools are increasingly being called upon to feed students, provide psychological support services, offer medical interventions, establish referral networks related to child welfare services, cooperate with local police and probation officers, teach a preventative curriculum that addresses substance abuse, teen pregnancy, suicide and violence, and actively promote positive social skills, good nutrition, safety and good citizenship.

Around the country, school administrators are experiencing these societal pressures and are actively seeking imaginative solutions. These very real problems decrease the “teachability” of students who arrive at school in poor condition each day. School administrators acknowledge that they cannot attend to all the needs of students and at the same time respond to the demands for effective, quality education.

Clearly, the school’s first order of business is to ensure that all students gain the basic skills required for full participation in our society. Since the resources and governance of schools are structured around this very specific and essential mission, other agencies have a critical role to play in addressing the essential, non-educational needs of students and their families.

In Alberta, some advocates for innovative school-based programs are suggesting that a complete overhaul of children’s services is needed to meet the comprehensive needs of children, adolescents and parents. From this perspective, the school is viewed as one of the centers of a coordinated network of total children’s services. Many community members (including parents, educators and mental health professionals) have suggested that the most critical task facing society is to regenerate families. A call has been issued for one-stop, unfragmented service delivery systems that are community-developed, user-friendly and developmentally appropriate. There is a growing degree of consensus that schools should be an active partner in collaborative efforts. And the notion that the school may be

the most appropriate place for the provision of some non-educational support services is rapidly gaining support.

Currently, there are a number of collaborative school-based programs in Alberta. They take different forms. Some are simple one-component partnerships between a school and a single outside agency or business. Others are sophisticated, complex, multi-component, multi-agency collaboratives. School resource officers (police officers assigned to one or more schools) are a good example of the simplest type of collaboration. The Partners For Youth program and the Wellness Centre, described in Appendix E, is an example of a sophisticated and complex collaboration model.

In many collaborative projects, school staff rely heavily on the school counsellor to consult with key community agencies and coordinate referrals for the delivery of various programs and services to students and their families. In other programs, community agencies deliver their programs and services directly from the school itself. In both cases, there is a strong, ongoing need for individuals with highly refined consultative and coordination skills to facilitate program effectiveness. Given their educational and counselling training and experience, school counsellors are uniquely suited to serve this role. Situated in schools, yet knowledgeable about community resources, they are able to function as natural advocates for all students. To be truly effective in this role, school counsellors must have an adequate amount of time.

Part 3 provides specific examples of the delivery of a comprehensive school guidance and counselling program, with a focus on the changing role and function of the school counsellor.

PART

3

Career
Personal/
Social
Educational

Issues and Strategies



Contents	Page
----------	------

Part 3: Issues And Strategies

Introduction.....	34
Key Issues Facing School Counsellors.....	35
Issue 1: Promoting Academic Growth Skills.....	35
Issue 2: Encouraging Positive Student Transitions.....	39
Issue 3: Developing Positive Interpersonal Relationships.....	45
Summary.....	48

PART 3: ISSUES AND STRATEGIES

Teaching is not only a science, but an art as well ... each school's guidance and counselling program must reflect this necessary balance....we are a culture not an economy..... in schools, we deal with people not fridges. Viewing the guidance/counselling process as a "product" for "consumption" devalues our sense of humanity.

— Grant E. Smith, Assistant Principal
Lacombe Upper Elementary School

This section examines several key issues facing school counsellors today. Case studies are presented with specific strategies, activities and resources.

Introduction

Society and schools are changing rapidly. Technology impacts daily on our lives and will continue to do so in the future. To meet the unique challenges of change, school guidance and counselling programs and services must be both socially and intellectually flexible. Likewise, the role and responsibilities of the school counsellor and how these roles and responsibilities are determined must reflect current perceptions of the school community.

The delivery of a comprehensive school guidance and counselling program must reflect the changing role and responsibilities of the school counsellor. With increasing community needs and requests for counselling service amid a decreasing resource base, a therapeutic, highly individualized school counselling service delivery model may no longer be viable.

Clearly, one of the most important counsellor roles of the future will be to address student needs through school and community-based resources. School counsellors will need to work in an ongoing, collaborative manner with students, parents, school staff and members of the larger school community to deliver programs to students and other groups (if such needs are identified). The school counsellor will need to be perceived as a key school community member who assists in the helping process, directly through counselling and indirectly through consultation and coordination.

Key Issues Facing School Counsellors

As described in Alberta Education's handbook entitled, *Creating A Positive Place Called School* (1994 a), school counsellors are facing a number of critical issues today. In this section of the manual, three key issues are presented with specific strategies suggested for developmental guidance instruction, counselling, consultation and coordination. The three issues are:

- promoting academic growth skills
- encouraging positive student transitions
- developing positive interpersonal relationships.

In the following pages, several successful case histories are described. Although not all interventions are as productive as in the cases presented here, these illustrations serve to demonstrate the types of strategies that are often quite effective.

Issue 1: Promoting Academic Growth Skills

Introduction

Promoting academic growth skills is one of the most important services that a school counsellor performs. To be most effective, this role involves developmental guidance instruction counselling, consultation and coordination activities focused on all three domains of student growth and development (the educational, personal/social and career domains).

Often, the school counsellor will:

- assess a student's abilities and achievements
- consult about the student's learning styles and ability with parents and teachers and other professionals, such as physicians and social workers
- help parents and teachers to understand a student's unique academic strengths and challenges
- assist in planning and reviewing students' educational plans
- revise school courses and programs, as required
- maintain an ongoing liaison among the student, his/her parents, teachers and school administrators.

In a comprehensive guidance and counselling program, the school counsellor will work with school staff to provide specialized services to exceptional students, including those challenged by giftedness, learning disabilities, emotional and behavioral disorders, and both mental and physical handicaps.

These services may include teaching skills that enhance academic success and participation in the development of Individualized Program Plans.

Academic growth skills can be taught as modules in a study skills course or by helping teachers to deliver this instruction in their classrooms. Through consultation, inservice programs and newsletters, counsellors can effectively involve parents in students' academic growth and achievement. Skilled counsellors can offer parents professional assistance in promoting study skills. They can also give parents concrete suggestions about attitudes and behaviors related to academic achievement. A collaborative approach to improving academic growth skills can foster more positive parenting and a closer home-school relationship.

Case Study: Diane (Academic Growth)

Diane is a 15 year old student of average ability who is currently enrolled in grade 11. Last year she dropped out of school due to personal problems, including drug experimentation and parent-teen difficulties with her mom who is a single parent. Diane earned only 20 credits last year, due to poor attendance and poor academic achievement.

She is currently registered in a 42-credit program and is repeating most core courses. Attendance has been an ongoing problem since grade 8. Teachers have observed behaviors such as low motivation, poor self-esteem, moodiness, occasional belligerence and failure to complete assignments.

Intervention

Diane is at risk of not earning a high school diploma. As a potential early school leaver, she has a very limited chance of obtaining stable employment.

Diane and her mother meet with the counsellor and agree that, to stay in school, Diane needs extra support, both at home and in school. It is suggested and agreed that Diane enroll in the study skills course developed and offered through the guidance and counselling program. The course covers goal-setting, learning styles, peer tutoring, cooperative learning, time management, homework, communication skills, decision making and career goals. The objective of the course is to increase Diane's level of academic success and increase the number of credits she earns each semester.

Diane also receives individual counselling at the school. This helps her to examine her apparent hostility towards school and encourages her to work for success.

In consultation with the school nurse, Diane is referred to her family doctor, who will assess her for depression. Medication is prescribed over a four-month period.

Results

Diane clearly monitors her own attendance and academic achievement as part of her study skills course. Observational feedback from Diane's parents, teachers and the counsellor, combined with report card and attendance data, indicate that Diane is showing much improvement. Diane passes all courses in the 65-70% range, and she has almost-perfect attendance.

Follow-Up

Diane indicates that she wants to finish high school. She has set high standards and expectations for herself. Diane shows increased self-esteem and appears to be proud of her accomplishments. Despite some ongoing difficulties, Diane and her mother are generally getting along better. Her mother reports that Diane is more focused in school and that Diane completes one hour of study at home each day. The mother also reports that Diane is proud of her academic success and now perceives herself as a competent learner.

Diane has been able to apply her study skills and organizational skills to her courses. She thinks more about her future and has obtained information related to future career goals through the counselling library and CHOICES program. Currently, Diane thinks that she would like to enroll in the Bachelor of Science-University Transfer program at Grant MacEwan College.

Although Diane still experiences some feelings of uncertainty and low self-esteem, her improved self-confidence and her new home-school support system have given her a better outlook on her future.

Chart 1 lists sample strategies, activities and resources that a school counsellor can use to promote academic growth skills.

Chart 1: Promoting Academic Growth Skills

Specific Strategies, Activities and Resources

Suggested Division(s)

☒ Primary High
 ☒ Upper Elementary
 ☒ Junior High
 ☒ Senior

ISSUE	STRATEGIES	SAMPLE ACTIVITIES
Academic Growth Skills	• Study Skills • Exam Preparation • Research Skills • Time Management • Anxiety/Stress Management • Organizational Skills • Note-Taking Skills • Learning Styles • Memory Improvement Technique • Thinking Skills (e.g., asking questions) • Cooperative Learning • Goal Setting • Peer Tutoring • Understanding Relationships Between Educational Achievement and Career Planning • Peer Mentoring	• Journal Writing • Role Playing • Debating • Group Discussion • Conducting a Survey • Preparing a Portfolio • Writing a Research Paper • Developing a Bulletin Board Display • Designing Posters • Setting up a Study Schedule • Problem Writing & Solving • Obtaining Good Student Marks • Creating a Scrapbook • Preparing a Project Presentation & Display • Conducting Student Self-Evaluation • Using Questioning Sequence Charts • Presenting Oral Reports
SAMPLE RESOURCES: • Alberta Advanced Education and Career Development. (1992). <i>Job seekers handbook</i>. Edmonton, AB: Alberta Advanced Education and Career Development. • Alberta Advanced Education and Career Development. (1993). <i>The Education and training planner</i>. Edmonton, AB: Alberta Advanced Education and Career Development. • Alberta Advanced Education and Career Development. (1993). <i>How to research</i>. Edmonton, AB: Alberta Advanced Education and Career Development. • Alberta Advanced Education and Career Development. (1994). <i>It's About Time</i>. Edmonton, AB: Alberta Advanced Education and Career Development • Alberta Alcohol & Drug Abuse Commission. (1990). <i>Peer counselling designers interpersonal skills: training manual</i>. Edmonton, AB: AADAC. • Canada. Human Resources Department. (1994). <i>Keeping students in school: projects that work</i>. Ottawa, ON: Supply & Services. • Carr, R. et.al. (1980). <i>Peer counselling project</i>. Victoria, BC: University of Victoria • Fleet, T. (1993). <i>Learning for success</i>. Toronto, ON: Harcourt. • Frender, G. C. (1990). <i>Learning to learn: strengthening study skills and brain power</i>. Nashville, TN: Incentive Publications. • Gilbert, S. (1983). <i>How to take tests</i>. New York, NY: William Morrow & Company. • Green, L. (1992). <i>Study smarter, think smarter: a ready-to-use study skills program from Grades 4 to 8</i>. West Nyack, NY: Centre for Applied Research. • MacFarlane, P. (1983). <i>Study effectively and efficiently: an integrated system</i>. Toronto, ON: Guidance Centre. • Malcolm, W. et al. (1981). <i>Learning style identification scale hand book</i>. Monterey, CA: Publishers Text Service. • Soper, M. (1994). <i>Crash courses for study skills</i>. Chicago, IL: Linguistic Systems Inc. • Taylor, C. (1994). <i>Making your mark</i>. Peterborough, ON: Trent University. • Whelan, C. & Zacharko, D. (1994). <i>Study skills 15 programs</i>. Edmonton, AB: St. Francis Xavier High School.		

Issue 2: Encouraging Positive Student Transitions

Introduction

A comprehensive school guidance and counselling program reflects an understanding of the importance of various life transitions and the possible effects they can have on a student's well-being.

Webster defines transition as: "(a) a passing from one condition, form, stage, activity, place, etc. to another, (b) the period of such passing."

Educationally, the first transition is from home to early childhood education. Other common educational transitions include the passage from one level of schooling to another (from early childhood to primary to elementary to junior high to senior high and beyond). Although all students can expect to pass through these transitions, they can still be stressful. Careful planning at each stage, which includes the teaching of necessary competencies in areas such as study skills, peer relations, course/program selection and career exploration, will make for smoother transitions and more student success.

Other transitions, such as those that result from changing family structures, are less expected. These events cause students to re-evaluate their positions vis-à-vis their family, their peers and their school work. Triggering events that initiate change and mark periods of transition may include, but are not be limited to:

- the birth of a sibling
- the death of a family member
- parental separation or divorce
- parental job loss
- involvement with social services.

During such times, a strong guidance and counselling program can provide necessary support to the student through counselling, consultation and/or coordination.

In this section two specific transitions are profiled:

- academic transitions
- transitions through loss.

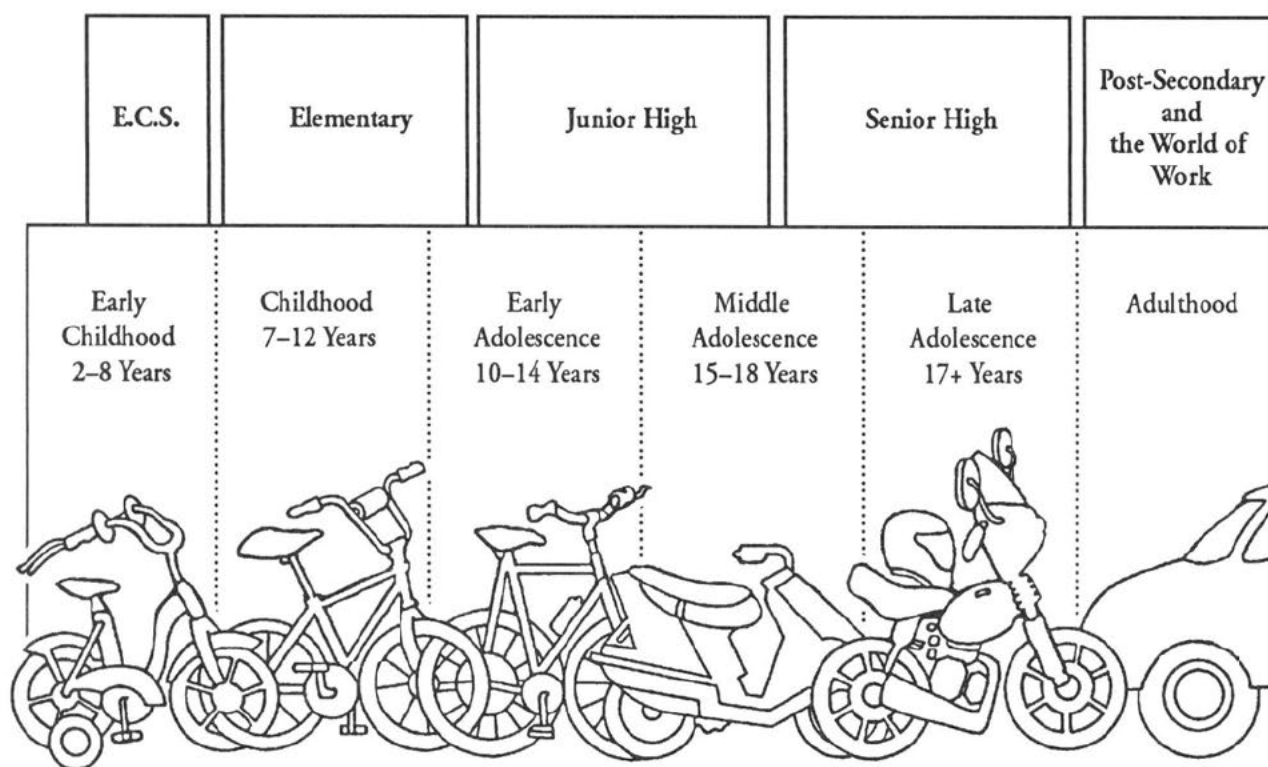


Figure 4: Process of Transition

Case Study A: Liam (Academic Transitions)

Whether it is the first child in a family to enter junior high or the second or perhaps even the third or fourth, both the child and his/her parents still face some normal anxiety. School staff must address these feelings in a positive manner.

Liam is in grade 6. Being the oldest of three children, he is the first to enter junior high. He and his parents have many questions and concerns about junior high school.

The school counsellor and administrative team have prepared the following plan for all grade 6 students, to help smooth the transition to junior high. This strategy has proved beneficial to parents, students and the receiving junior high school community.

October

October:

The principal of the junior high school sends a letter to all grade 6 students who are planning to come to that school. The principal acknowledges that this is their last year of elementary school and challenges the students to prepare for an exciting three years in junior high.

February:

All grade 6 classes elect four representatives to a Reporting Team that will visit the designated junior high school. Members of the Reporting Team collect questions and concerns about junior high from their fellow students and significant adults in the students' lives. Questions and concerns are collated and divided into sections that address specific topics: for example, student safety, curriculum, extracurricular activities and various procedures to be followed in junior high school.

March

March:

The Reporting Team visits the designated junior high school and interviews staff who are assigned to various issues. The visits include, but are not limited to, discussions with:

- the school secretary: the school's phone call policy, late arrival and returning after an absence
- the principal: personal safety, discipline procedures
- the counsellor: program and services offered
- department heads: curriculum concerns and options
- student council representatives: extracurricular activities, special projects.

March

After gathering all the necessary data, the Reporting Team arranges a time to deliver a report of its findings to peers and to parents/guardians via the school newsletter. All of these activities are integrated into social studies (e.g., election of the team during study of government) and language arts (e.g., writing and public speaking).

Before the End of March:

A School Team (teacher, counsellor, administrator) from the designated junior high school visits each grade 6 class. They make plans for the grade 6 students to visit the designated junior high school in April.

April:

At different, pre-arranged times, each grade 6 class visits the designated junior high school for a first-hand look.

May:

All grade 6 students who plan to attend a specific junior school spend a half-day together at the junior high school, where a special program is offered. The program might include welcoming exercises and “getting to know you” games.

June

June:

All grade 6 students write a letter to the principal of the designated junior high school, stating that they know the expectations for junior high students and that they plan to be successful in their studies and in their interpersonal relationships. The junior high school opens a personal file for each student and refers to it throughout the next three years as the need arises.

Chart 2 lists some strategies, activities and resources that a school counsellor can use to address expected student transitions.

CHART 2: Encouraging Positive Student Transitions (Academic)

Specific Strategies, Activities and Resources

Suggested Division(s)

☒ ☒ ☒ ☒
 Primary Upper Elementary Junior High Senior High

SUGGESTED STRATEGIES	SAMPLE ACTIVITIES
• ECS Orientation • Grade Four Transition • Junior High Orientation/Transition • High School Orientation/Transition • Post-High School Transition	• Parent Meetings • School/Classroom Tours • Open Houses • School Team (teacher, counsellor, administrator) Visits to Feeder Schools • Community Building Activities/Sports/Naming Games • Retreats • Interest Inventories • Study Skills • Career Exploration/Career Day • Personal Journal • Interviews • Job Shadowing • Memberships in Buddy System • Membership in Peer Support Program • Membership in Teams, Clubs • Guest Speakers on Selected Topics
SAMPLE RESOURCES • Alberta Education. Student Programs and Evaluation. (1987). <i>Transition to secondary schooling: a monograph of ideas for principals and teachers</i>. Edmonton, AB: Alberta Education. • Canada. Human Resources Development. (1994). <i>Career directions</i>. Ottawa, ON: Supply & Services Canada • Canada. Human Resources Development. (1994). <i>Knowledge opens doors, get a life, get an education</i>. Ottawa, ON: Supply & Services. • Downie, Dr. R. (1995). <i>Sights on success, the Canadian stay-in-school initiative</i>. Ottawa, ON: Human Resources Development. 403-438-7211.	

Case Study B: Susan and Maria (Transitions Through Loss)

Nine-year-old Susan has become increasingly sullen in class and is refusing to follow ordinary classroom routines. Her twin sister, Maria, frequently complains of severe stomach cramps and headaches.

Mrs. Brown, the girls' teacher, privately asks Susan what is wrong. In a gush of tears, Susan reveals that her mother has left home to live with a co-worker. Both girls are invited to see the school counsellor, which they agree to do. Mrs. Brown agrees to sit in on the initial interview, as both girls identify her as a key source of support.

Intervention

Over the next two days, the counsellor gathers as much information as possible from the girls' father, Mr. Smith. He confides that the marriage has been troubled for over two years. Apparently, the mother's decision to leave the home was the critical event that precipitated the crisis that both girls are presently experiencing. Visibly shaken, Mr. Smith indicates that his wife is unwilling to discuss their present differences.

At the counsellor's request, a local pastor agrees to try to facilitate a mediation process. He begins seeing Mr. Smith on a daily basis. The school counsellor contacts the mother through her employer. Mrs. Smith agrees to meet with the counsellor to discuss her children's current problems and needs. As a follow-up to this session, she consents to meet with the pastor to help mediate a schedule for her to visit the children.

The school counsellor gives Susan and Maria all the facts as they became known and, through the use of books, videos, art and writing, encourages them to explore the many facets of their new situation. They are taught a whole range of "feeling" words ("anger", "disappointment", "loneliness", "frightened", "okay", etc.) and are encouraged to use them in their writing, art and speech. Two weeks after the crisis, the girls join a therapy group organized by the local church community and continue attending meetings every two weeks for four months.

Follow-Up

The school enters into a relationship with the parents to ensure that each receives school information, such as times for parent-teacher meetings and social activities. Both girls hope that by the end of the school year both of their parents will agree to attend the school closing ceremony.

The girls visit their mom every second weekend and begin to see their mom's boyfriend as a "nice" kind of guy who is "kind to Mommy." Dad has finally agreed to stop "bad-mouthing" the boyfriend and, in a group interview with the pastor, counsellor and the girls, new rules for discussing the boyfriend are articulated and agreed upon. Susan and Maria report that they are quite pleased with this arrangement.

Chart 3 lists some strategies, activities and resources that school counsellors can use to address the type of transition that Susan and Maria are experiencing.

Issue 3: Developing Positive Interpersonal Relationships

Introduction

Individuals are not islands. To be successful in life (career, education, recreation, leisure), people need to be able to interact positively and constructively with others. Interpersonal skills are complex, involve lifelong learning and are an integral aspect of all areas of a person's life.

Because interpersonal skills are important, they are included in the guidance and counselling program. What students can learn about interpersonal skills depends on their developmental level. Students in grade 1, for example, may learn to give and receive compliments. Elementary students may learn how to control anger, and senior high students might address the issue of dating violence.

Basically, social competence includes two complementary dimensions. One dimension is active: the ability to express wants and needs directly and to initiate interactions with others to achieve a desired end. The other dimension is receptive. It involves the ability to assume another's point of view, to listen actively and carefully, and to respond with respect to another's feelings and beliefs.

Chart 3: Encouraging Positive Student Transitions (Loss)

Specific Strategies, Activities and Resources

Suggested Divisions(s)

☒ ☒ ☒ ☒
 Primary Upper Elementary Junior High Senior High

SPECIFIC STRATEGIES	SAMPLE ACTIVITIES
• Divorce • Separation • Death of a Parent/Sibling/Classmate • Death of a Pet • Suicide • Parental Job Loss • Moving • Loss of Friends	• Discussion • One-on-One Counselling • Small Group Counselling • Developmental Guidance Instruction • Support Groups • Parent Information Sessions • Reading and Discussion of Books that Address Death and Loss
SAMPLE RESOURCES • Alberta Alcohol & Drug Abuse Commission. <i>Sense and nonsense, making decisions about drugs</i>. Edmonton, AB: AADAC. • Allers, R.D. (1986). <i>Counselling children of divorce - a workbook for counsellors</i>. Toronto, ON: Guidance Centre. • Arent, R. (1994). <i>Trust building with children who hurt</i>. Cameron, WV: Gladden, William Foundation. • Bonkowski, S. (1987). <i>Kids are non-divorceable</i>. Chicago, IL: ACTA Publications. • Buscaglia, L. (1982). <i>Freddy the leaf</i>. Richmond Hill, ON: Fitzhenry & Whiteside. • Coleman, W. L. (1992). <i>What you should know about getting along with a new parent</i>. Minneapolis, MN: Augsburg Fortress Publications. • Coleman, W. L. (1993). <i>What you should know about living with one parent</i>. Minneapolis, MN: Augsburg Fortress Publications. • Edmonton Catholic Schools. (1991). <i>When a tragedy strikes: bereavement & loss manual: for administrators & teachers</i>. Edmonton, AB: Edmonton Catholic Schools. • Ferguson, D. (1992). <i>Bunch of balloons</i>. Omaha, NE: Centering Corp. • Loh, M. (1991). <i>Tucking mommy in</i>. New York, NY: Orchard Books. • Mills, J.C. (1993). <i>Gentle willow: a story for children about dying</i>. New York, NY: Imagination Press. • Mitchell, J. (1986). <i>The Nature of adolescents</i>. Edmonton, AB: University of Alberta. • O'Callahan, J. (1983). <i>Orange cheeks</i>. Atlanta GA: Peachtree Publishers. • Seeley, L.L. (1993). <i>McSpot's hidden spots: a puppyhood secret</i>. Atlanta, GA: Peachtree Publishers. • Tindall, J. (1986). <i>Peer counselling, in-depth training of peer helpers</i>. Muncie, IN: Accelerated Development Inc. • Tindall, J. (1994). <i>Peer Power. (Books 1 & 2)</i>. Muncie, IN: Accelerated Development Inc. • Viorst, J. (1987). <i>Tenth good thing about Barney</i>. New York, NY: Macmillian Children's Books. • Wylie, B.J. (1988). <i>All in the family</i>. Toronto, ON: Key Porter Books Ltd. • Zolotow, C. (1965). <i>When I have a little girl</i>. New York, NY: Harper Collins.	

Other more circumscribed skills that promote social growth and harmonious relationships include:

- the ability to engage in helpful confrontation with another to resolve interpersonal tension
- the ability to tactfully disclose one's own opinions and feelings, even at the risk of disapproval
- the ability to learn from one's experience with others by listening to their constructive feedback.

Case Study: Kent

Kent is a ten-year-old boy of high intellectual ability. He lives with his mother, her boyfriend and an eight-year-old sister. His father left one year ago and lives on a farm which is two hours from the city. Kent was "disruptive" last year in grade 4. This year his outbursts have escalated considerably.

He has resorted to beating up other children and stealing from them. On many occasions, he has run from the classroom crying and has been found in the custodian's closet, hiding behind a stack of supplies.

Intervention

The school counsellor meets with Kent's mother and boyfriend. They are referred to a local family services agency for counselling, and to a parenting course because of the conflict between Kent and his mother's boyfriend. It is decided that family sessions will be added at a later date.

At the school, the counsellor and teacher initiate a six-week conflict resolution program in the classroom. Role playing is a key part of the training.

The counsellor meets with Kent and the children he has beaten and stolen from. These small group sessions, which consist of community-building activities, are held during the same six-week period as the conflict resolution program.

Realizing that Kent really misses his dad, the counsellor calls the father. The father is most anxious to write letters to his son. The teacher mails Kent's weekly diary to his dad, and Kent's dad sends his own weekly notes to his son. The dad encourages Kent to strive for success at school and encloses a photo of himself engaged in farm work.

Result and Follow-Up

Kent continues to miss his dad and looks forward to the day when he can spend most of his time with him. On the home front, Kent's relationship with his mom has stabilized and he is more welcoming of her boyfriend "for Mom's sake." The family continues counselling. The school counsellor and family therapist communicate regularly and both find this contact helpful in their respective interactions with family members.

Kent has resolved his difficulties with his peers. In small groups, his peers became aware of the emotional pain that Kent was experiencing. On occasion, he still has crying outbursts, but there have been no further episodes of violence or incidents of running away from the classroom. His teacher reports that on three occasions students have asked for a conflict resolution meeting. Teachers of the grades 4 and 6 have also initiated the program in their classrooms, with the help of the grade 5 teacher and the counsellor.

Chart 4 lists strategies, activities and resources that a school counsellor can use to address some of the many facets of interpersonal relationships.

Summary

The case studies in this section illustrate the three complementary components of a comprehensive guidance and counselling program.

The issues facing Diane are addressed almost entirely through interagency collaboration. The professional school counsellor uses coordination and consulting skills to provide the services that Diane needs. The school staff, public health nurse and medical practitioner all join forces to make success not only a possibility, but a reality for Diane.

Liam's case concretely illustrates the teacher-as-student-advocate component. The teacher as student advocate is able to initiate events and follow up on them to ensure that Liam and his classmates can make a smooth transition to junior high. The teacher also provides a listening ear and support to parents who are anxious about their child's future.

Chart 4: Developing Positive Interpersonal Relationships

Specific Strategies, Activities and Resources

Suggested Division(s)

☒ ☒ ☒ ☒
 Primary Upper Elementary Junior High Senior High

SUGGESTED STRATEGIES	SAMPLE ACTIVITIES
• Social Skills Training • Assertiveness Training • Relaxation Training • Anger Management • Conflict Resolution Team • Peer Support Team • Teacher Mentoring • Problem Solving • Friendship-Making Skills • Communication Skills • Dating/Relationship Skills • Family Relationship Skills • Peer Relationships • Dating Violence	• Assemblies • Individual Student Recognition • Classroom Recognition • Student of the Week • Parent Information Night • Positive Phone Calls Home • Note Home to Parent(s) re: Positive Behaviors • Recess Buddy Program • Junior High Buddy Program • Counselling Newsletter • Classroom/School Posters • Role Playing • Small Group Counselling • Classroom Teaching by Teacher/Counsellor • Student Skills Report Card • Guest Speakers • School Announcements Promoting Program • Conflict Resolution Team Meetings • Peer Support Team Meetings • Peer Support Retreat • Teacher Student Support Relationships • Student Progress Card
SAMPLE RESOURCES • Alan, J. & Nanine, J. (1984). <i>Class discussions for teachers and counsellors in elementary school</i>. Toronto, ON: Guidance Centre. • Alberta Alcohol & Drug Abuse Commission. (1990). <i>Peer support: designing interpersonal skills, a training plan</i>. Edmonton, AB: AADAC. • Assist series. <i>Helping kids handle anger</i>. Mercer Island, WA: Pat Huggins. 206-232-9487. • Assist series. <i>Teaching friendship skills</i>. Mercer Island, WA: Pat Huggins. 206-232-9487. • Kreidler, W. (1983). <i>Creative conflict resolution: more than 200 activities for keeping peace in the classroom</i>. Glenview, IL: Good Year Books. • Lion's Quest Canada. <i>Skills for growing</i>. Waterloo, ON: Lion's Quest Canada. • McConnon, S. & McConnon, M. (1992). <i>Your choice: a personal skills course for young people</i>. Richmond, BC: Thomas Nelson Publishers/Nelson Word Canada. • McGinnis, E. & Goldstein, A.D. (1984). <i>Skillstreaming the elementary school child: a guide for teaching prosocial skills</i>. Champaign, IL: Research Press. • McGinnis, E. & Goldstein, A.D. (1992). <i>Skillstreaming in early childhood: teaching prosocial skills to the preschool and kindergarten child</i>. Champaign, IL: Research Press. • Schulz, W., (1989). <i>Making friends</i>. Winnipeg, MB: Peguis Publishers Ltd. • Schrupf, F. & Crawford, D. (1991). <i>Peer mediation: conflict resolution in schools</i>. Champaign, IL: Research Press. • Trevor, Cole. (1984). <i>Kids helping kids: a training manual for elementary teachers and counsellors</i>. Victoria, BC: University of Victoria.	

In Kent's case, the professional school counsellor provides Kent with ongoing therapy, as an adjunct to the family counselling offered by a community agency. The teacher-as-student-advocate role is evident as well. The teacher helps Kent and his dad to begin writing letters.

For Susan and Maria, the school counsellor acts as a coordinator by soliciting the aid of the pastor and local church resources. As a process facilitator and mediator, the counsellor maintains a proactive, non-judgmental attitude and helps to resolve an emotionally charged event. After the crisis is over, the counsellor's expertise helps to guide the teacher's daily support for both girls. In the teacher-as-student-advocate role, she helps bring balance to the girls' lives, in the classroom and in their contacts with other staff members.

There are of course many issues besides those presented in these four case studies. The schools of today and tomorrow will need to continue to support and assist students with these and other complex problems:

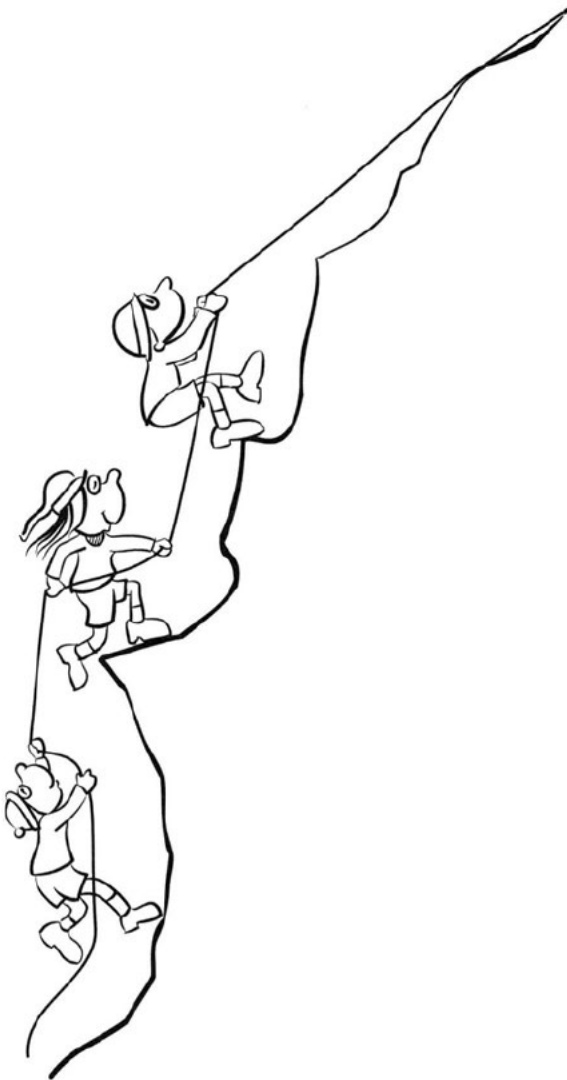
- abuse and neglect
- motivational difficulties
- anxiety
- depression
- school violence
- eating disorders
- low achievement and learning problems
- inappropriate social skills
- low self-esteem
- family violence.

P A R T

4

Career
Personal/
Social
Educational

Exemplary Programs



Contents	Page
Part 4: Exemplary Programs	
An Exemplary Elementary Program: Cityview Elementary.....	52
An Exemplary Junior High Program: Prairie Junior High.....	55
An Exemplary Senior High Program: Porcupine Hills Senior High.....	57

PART IV: EXEMPLARY PROGRAMS

Well developed – great ideas here! The specific information on developing programs is very beneficial and time effective.

— St. Francis High School,
Counselling Department, Calgary

This section describes exemplary comprehensive guidance and counseling programs at the elementary, junior and senior high schools levels. The list of programs presented provides a sample of what may be included in a school's Counselling Program Plan (CPP).

An Exemplary Elementary School Program: Cityview Elementary

Background

Cityview Elementary School is located in the inner core of an urban city of approximately 500,000 people. The school is located in an older part of the city and is surrounded by old houses, many of which are poorly maintained. Some middle class families are purchasing houses in that area and renovating them. The majority of the school's students come from lower income homes and face many of the hardships that poverty brings. The school has a population of 250 children in grades K–6. The school also has a special education class for children with behavior disorders.

Description of Student Needs

Cityview Elementary School faces a number of challenges that are common to inner-city schools. The main issues are poverty and the resulting lack of proper nutrition and clothing, crime and associated safety issues, and violence, both in the school and in the community.

In response to these needs among students in the school, the school board has assigned a full-time counsellor to Cityview. The role of the counsellor reflects the needs of the community. The emphasis is on the consultation role (approximately 40%). Counselling and coordination each take about 30% of the counsellors time. To serve the needs of the school community, the counsellor works primarily in the personal/social domain

The school's Counselling Program Plan (CPP) has the following priorities:

- anti-violence program and the use of conflict resolution strategies by the students
- encouraging students to feel successful in school
- providing additional support for students whose poverty affects their success
- building strong ties with community agencies and resources.

Belief Statements

Cityview School's motto is, "Where Children Grow With Love."

This is the school's belief statement:

We believe in:

- Honoring human potential
- Affirming everyone's worth and dignity
- Helping children to discover their gifts
- Meeting students' needs so they are capable of learning
- Providing opportunities for all children to experience success
- Assisting children in developing skills for lifelong learning
- Celebrating the Best in everyone.

Program Components

Counselling

- Conflict Resolution Team – A small group of children are trained in conflict resolution skills. Students can go to this group to resolve conflicts with peers. Any issues that the conflict resolution team cannot handle are referred to the counsellor.
- Native Parents Support Group – Native parents meet with the counsellor each week to discuss issues they face, such as dealing with school staff, parenting and how to access resources.
- Loss Support Groups – In each class, a small group of students are experiencing loss (death, divorce, broken homes). These students meet with their classroom teacher after school once each week to go through a prepared program designed to assist children dealing with loss. The

Rainbows Program produced by the Canadian Federation For the Love of Children is the key resource for these groups.

- Children of Alcoholics Support Group – Each week, a small number of children meet with the counsellor, as a group, to discuss difficulties of alcohol in the home. This group uses resources that are available from AADAC
- Some students receive individual counselling.

Developmental Guidance Instruction

- Pro-social Skills – Classroom teachers teach skills that are essential for success in school and society, such as completing assignments, dealing with anger and making friends. These lessons are part of the health curriculum.
- Conflict Resolution – In the grade 4 language arts program, the counsellor provides classroom instruction on the steps of conflict resolution and the work of the conflict resolution team.
- Racism – The counsellor or guest speakers provide students with information on racism and differences among cultural groups.

Consultation

The School Counsellor:

- Consults regularly with parents and school staff
- Consults with mental health professionals, social service officials, parents and teachers to resolve student problems
- Attends monthly meetings of an interagency group to discuss community issues such as crime and priorities for intervention
- Holds a monthly case conference with the school administrative team.

Coordination

- School Hot Lunch Program – The school counsellor coordinates volunteers and fund-raisers for a school hot lunch program.
- Study Buddy Program – Volunteers work with students at the school to help them with academic skills.
- Recreation Program – A Boys' and Girls' Club provides a varied program every day after school.
- The school counsellor makes referrals to outside agencies.

An Exemplary Junior High Program: Prairie Junior High

Background

Prairie Junior High has 400 students from a broad range of socioeconomic backgrounds. The school offers education programs that are designed to help students maximize their learning potential and cope effectively with rapid technological and societal advances.

The school has a counsellor (0.8 FTE). The role of the counsellor reflects the needs of the community. The emphasis is on counselling (approximately 40%). The counsellor spends 25% of her time on consultation and 35% of her time on coordination.

Parent groups are very involved in helping to discern the needs of the students. They, along with community agencies, are key players in providing on-site services.

Description of Student Needs

Students' needs fall into four primary areas:

- school-related skills
- self-awareness
- interpersonal relationships
- decision-making skills

Guiding Principles

Prairie Junior High's comprehensive guidance and counselling program is based on a collaborative approach. It is designed to meet the needs of emerging adolescents who are experiencing the wonderful and confusing changes of puberty and who are attempting to define themselves as unique "selves."

The program philosophy is actualized by practices that advance:

- holistic development
- effective teaching and learning
- positive role models
- cooperative endeavors between home, school and community
- identification of and early intervention for troubled students
- ongoing evaluation and adaptation of the program plan to ensure that student needs continue to be met.

Program Components

School Skills (consultation/coordination):

- Teacher expectations, course content and option choices
- Study skills/test taking/time management
- Services available in the school and how to access them
- Mentoring program (x student to y teacher or an individual from the community)
- Orientation to and preparation for high school.

Self-Awareness (counselling/consultation/coordination):

- Study of adolescence
- Understanding emotions and expressing them positively
- Interests and abilities/career exploration
- Strengthening and increasing personal resources and self-concept
- One-on-one counselling or small group counselling available on selected topics.

Interpersonal Relationships (counselling/consultation/coordination):

- Relating to peers, parents, siblings and other adults
- Conflict resolution training
- Peer support network
- Examining family of origin
- Exploring new freedoms and new responsibilities.

Special Topics (counselling/consultation/coordination):

- AIDS
- Suicide
- Drugs and alcohol
- Dating violence
- Child abuse
- Divorce/living in blended family
- Cross-cultural issues.

Appendix F provides further details about planning topics that are used in the guidance and counselling program at Prairie Junior High School.

An Exemplary Senior High School Program: Porcupine Hills Senior High

Background

Porcupine Hills High is an urban school that serves approximately 1000 students, whom are mostly from upper socioeconomic backgrounds. The school bases its curricula on values and attitudes that will provide students with stability, so they can deal with the social and technological challenges of the future. The school population is highly academic, yet, it clearly has an identifiable group of students who are at risk of becoming early school leavers. (They have poor attendance records and poor academic achievement).

Two counsellors (0.9 FTE each) have a crucial, leadership role in designing, implementing and assessing the school's CPP. Both counsellors divide their time more or less equally among the counselling, coordination and consultation roles.

Description of Student Needs

The school used a survey to obtain input from key stakeholders in the school community regarding perceived student needs. Many agencies (including the school, a hospital, the Health Authority, and community and family social services) are taking an interagency approach to the delivery of services. The services they provide are based on the results of the needs survey.

Identified student needs include:

- the need to feel academically competent
- the need to adequately cope in a competitive employment environment
- the need to stay in school and cope with the pace and demands of change.

Program Philosophy

In an atmosphere of caring and mutual respect, students are offered a complete academic program, including advanced placement and honor programs. Students have opportunities to develop their spiritual, intellectual, physical and emotional potential. Students are encouraged to play a critical role in the maintenance and development of a healthy school climate.

Program Components

Educational Growth and Development

Counselling:

- Student counselling and advocacy related to educational planning, employment, financial assistance and post-secondary education.

Consultation:

- Review of students' educational plans and post-secondary aspirations (with students, their parents and teachers).

Coordination:

- Study skills course to increase students' academic competence and self-concept, and to reduce the number of early school leavers. Areas covered include: goal-setting, cooperative learning, coping with transitions, learning styles, homework, time management, balancing school/work/leisure, and stress management
- Information encouraging students to take courses required for post-secondary educational plans
- Information on various post-secondary institutions, entrance requirements and scholarships
- Teacher assistance teams – liaison between students, teachers, parents and administration
- Presentations by university staff on financial planning for post-secondary schooling, and by student finance board on student loan program
- Peer tutoring programs – students help each other in core subject areas
- Post-secondary program information exchange among students, parents and staff
- Student profiles (strengths and/or limitations) – provided to teachers with explanations
- Visits to junior high schools to discuss transition issues, course requirements, diploma requirements, etc. for high school
- Open house for potential students re: programs offered, course requirements, school policies.

Personal/Social Growth and Development

Counselling:

- Confidential help for students regarding personal, family or school problems
- Group counselling.

Consultation:

- Teen/parent interagency group involving the school, social services, the board of health, a hospital
- Interagency project involving the school, social services, the board of health and a hospital
- Referrals to appropriate resources, e.g., family doctor, family and community services, hospitals, social service agencies, support groups
- Workshop for parents on how to communicate with teens.

Coordination and Developmental Guidance Instruction:

- Teacher mentoring program
- Presentations to CALM classes, school staffs and junior high students
- Information sharing, using a collaborative approach to provide services for teens and families.

Peer Support Program:

- Coordination of program and training in communication/helping skills
- Workshops on students against drunk driving
- Special events designed to promote school spirit
- Services to homebound students.

Career Growth and Development

Career Counselling:

- Relationship between career paths and educational plans
- Career relevant skills, values, interests and personal characteristics
- Alternative career options, including non-traditional career options
- Job search skills.

Coordination:

- Career library, assistance with a career search, CHOICES program/ computerized career search, job search information
- Career Fair Day activities and speakers from the world of work (Career Week)
- Information on career goals, apprenticeship programs, youth employment service, job shadowing
- Speakers/presentations, e.g. sexual harassment and strategies for prevention, assertiveness training, gender equity issues, mutual respect
- Resume writing and job interviews (information to teachers)
- Work experience program
- Student visits to Alberta Career Centre and post-secondary institution open houses
- Career search strategies (buddy system for students).

Consultation:

- Inservice education for 20 teachers on new career exploration program
- Job interview skills (information for English teachers)
- Study skills program (information for parents)
- Inservice education for teachers on new Career Technology Studies program.

Note. Appendix K contains a sample Student Career Profile that may be modified/altered to meet local needs.

Summary

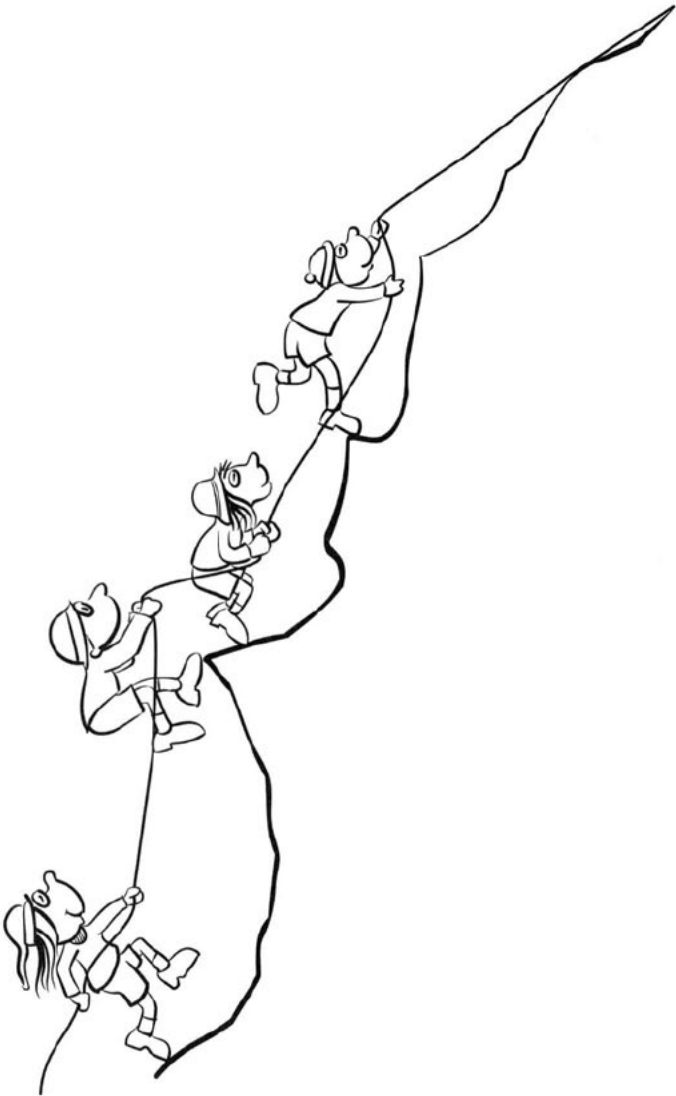
Guidance and counselling programs in Alberta schools are currently addressing many other issues besides the traditional categories that are described in this section of the manual. Innovative and effective strategies to deal with issues such as school violence, non-attendance and sexual harassment have become part of each school's Counselling Program Plan.

P A R T

5



Designing a Comprehensive Program



Contents

Page

Part 5: Designing A Comprehensive Program

Introduction.....	62
Establishing a School Guidance and Counselling Presence on the School Council.....	63
Identifying Guiding Principles.....	64
Assessing Needs.....	66
Determining Resources.....	67
Defining Expectations.....	69
Considering Roles and Assigned Time.....	74
Stating Expected Student Competencies.....	77
Defining Strategies.....	79
Preparing the CPP.....	80
Communicating the CPP.....	80
Assessing the CPP.....	82
Assessing Enumerative Data.....	83

PART 5: DESIGNING A COMPREHENSIVE PROGRAM

While our school offers many of the specific activities and programs listed in this document, they need to be better planned and coordinated. This document details a process for implementing a comprehensive program that is easy to understand. I appreciate the samples provided, as they are time-savers in my already busy life.

— Bonnie Knoll, Teacher-Counsellor
Westmount Junior High School, Edmonton

Introduction

This section provides specific, step-by-step, suggestions for designing a comprehensive school guidance and counselling program.

An effective comprehensive school guidance and counselling program must be planned methodically and assessed regularly. In the words of the Cheshire cat in *Alice in Wonderland*, “If you don’t know where you’re going, you’ll end up somewhere else.” To make the program an integral part of the school curriculum, the school staff must view it as a shared responsibility of the school, and the total school community must be involved. Perhaps the first and most important step in this direction is to involve various stakeholders in the planning, implementation and assessment of the Counselling Program Plan (CPP).

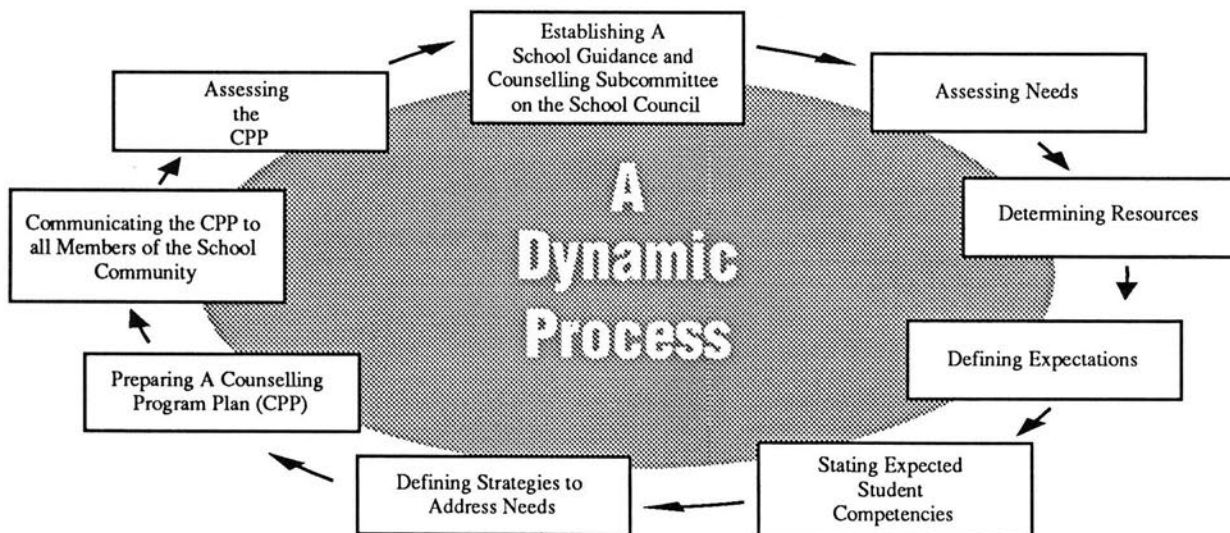


Figure 5:
Designing a Comprehensive School Guidance and Counselling Program

Establishing a School Guidance and Counselling Presence on the School Council

Involving various stakeholders by including them in a subcommittee of the school council may at first seem to be excessively difficult and time consuming. However, there are many benefits, such as:

- additional insights from different perspectives
- increased knowledge about and awareness of resources
- enhanced ownership of and commitment to the program
- shared responsibility for implementation and assessment of the CPP
- increased accountability.

Rather than establishing a separate committee, schools may choose to work closely with groups such as the school council and staff leadership teams. Members of the school council and staff teams may be appointed to a subcommittee to work on one or more aspects of the CPP. The subcommittee may choose to work on only one or two parts of the CPP. Such an approach facilitates the involvement of various stakeholders and encourages input, which is valuable for site-based decision making.

Including representation from teachers, librarians, support staff, parents and administrators will draw on new perspectives and skills and broaden people's awareness of the importance of guidance and counselling services to the school community. It is recommended that the subcommittee be established early in the year to ensure input into each stage in the development of the CPP. If a counsellor is available, it is assumed that he or she would have an active leadership role in the subcommittee. If a counsellor is not available, the role of leader should be assumed by an administrator or an experienced teacher.

The purpose of developing an annual CPP is to have a long-range plan that reflects and addresses the identified needs of a particular school community. The subcommittee may be involved in some or all of the following tasks:

- assessing needs
- determining and identifying resources
- defining priorities and expectations
- stating expected student competencies

- defining strategies to address needs
- preparing a Counselling Program Plan (CPP)
- communicating the CPP to the school community
- assessing the CPP.

One of the major functions of the subcommittee is to help set direction for a comprehensive and effective guidance and counselling program. The program must be designed to benefit all students and take a balanced approach to issues in each of these three identified domains:

- Educational growth and development
- Personal/social growth and development
- Career growth and development.

Identifying Guiding Principles

One of the early tasks of the subcommittee will be to develop a statement outlining guiding principles for the counselling program. These guiding principles will provide a kind of mission statement that describes the purpose and intent of the programs and services to be provided.

The ongoing development of a guidance and counselling program in a school is a dynamic process. It can be compared to a journey that any family might take. If the trip is to be successful, they will need to know where are they going and what they will take. The guiding principles for the CPP help to answer both of these questions.

The guiding principles should be related to and compatible with the values and principles underlying programs and services of the whole school. It will be helpful for the subcommittee of the school council to examine statements of goals, values and principles which are already influencing their school. Useful sources are: Alberta Education's statement on the Mission and Mandate for Education (1995), the school board's statements of goals or philosophy, school growth plans, identified student competencies (see Part 6), statements of goals for the principal and staff, and any statements of goals or values identified by parents and students. Awareness of values and principles that are already identified will help to ensure that the guiding principles of the counselling program are compatible.

Following is an example of how guiding principles for a hypothetical elementary school counselling program were developed from the belief statements for the whole school.

Belief Statements for Cityview Elementary School

Motto: “Where Children Grow With Love”

We believe in:

- Honoring human potential
- Affirming everyone’s worth and dignity
- Helping children to discover their gifts
- Meeting students needs so they are capable of learning
- Providing opportunities for all children to experience success
- Assisting children in developing skills for lifelong learning
- Celebrating the Best in everyone.

Guiding Principles for Cityview Elementary’s Guidance and Counselling Program *

Cityview School’s comprehensive guidance and counselling program is dedicated to making learning a positive experience for all students. Specifically, the counsellor and teaching staff will:

- create a positive school environment where children can learn and achieve successfully
- facilitate communication among students, teachers, administrators, parents and others involved on the education team
- develop appropriate educational plans for students
- increase awareness of a variety of career options
- help increase students’ social effectiveness and ability to cope
- help students learn decision-making processes
- improve personal and social relationships
- facilitate positive behavior change.

* (Adapted from: Alberta Education. Special Education Branch. (1994 b). *Moving to the Future*, pp. 39-40.)

Assessing Needs

School communities are dynamic; they change from year to year. Therefore, it is important to periodically identify the needs of the various groups in the community. While the needs of all students must be the central concern, schools must also be aware of how students are affected by other key stakeholders in the school community. Students will be better served if school staff are aware of the expectations and perceived needs of different groups including: students, their parents, staff members and community-based service providers. The principal has a key role in initiating an assessment of needs for the school.

Educators should use their understanding and knowledge of child and adolescent development to help determine common needs that students have at various life stages. Key people in the community (e.g., physicians, police, social workers, church leaders, etc.) are often aware of the needs of children and families, and they are often very willing to consult with the school. A review of the professional literature will also help to determine or reaffirm key issues and developments. No one method of assessing needs will suit any situation, so it is important to use a variety of methods and change them from year to year. Often the best instruments for assessing needs are designed by counsellors and committees within the specific school community.

These are some of the many ways of assessing the needs of a particular school community:

- informal conversations with students, parents and staff
- structured interviews
- focus groups
- surveys and questionnaires
- concept mapping (See end of Appendix G for description)
- reviews of student records
- examining results of program evaluations.

Examples of needs assessment instruments are included in Appendix G.

Once needs have been identified, it will be useful to categorize them according to student competencies, specific domains (educational, personal/social, career) and division (elementary, junior high and senior high). This approach will allow for consistency and long-range planning, which are important aspects of the development of a comprehensive school guidance and counselling program and services. Chart 5 illustrates how needs might be categorized.

CHART 5: Examples of Identified Needs in the Primary Grades

DOMAIN	ECS	GRADE 1	GRADE 2	GRADE 3
Educational	• School readiness • Initiation to school routine	• Identifying of academic concerns	• Supplying academic supports (tutors)	• Remediation and preparation for standardized testing
Personal/ Social	• Learning cooperative play	• Following rules of play • Problem-solving with peers	• Accepting differences • Problem-solving team	• Anger management • Helping others
Career	• Jobs in our school • Parents' jobs • Visits to community service workers	• Jobs in our community • Visits by workers in community	• Dreaming of jobs I'd like to have	• Importance of work • Visits to workplaces • Increasing awareness of importance of career

Determining Resources

Once needs have been identified, it is important to determine what support services and resources are available to meet these expressed needs. Resources might include:

- human resources (staff, contact people, volunteers, etc.)
- material resources (curriculum, special programs, audio visual materials, books and references)
- financial resources (How much money is available? What are possible sources of additional funding?)
- available time (How will time constraints affect the delivery of guidance and counselling programs and services? Is time available for planning and evaluation? What time can be devoted to program delivery and the development of resources?)
- community resources (What programs and services are available in the community? How can these services be accessed for the benefit of students and their families? Are there interagency groups that might be helpful in coordinating services?).

How Can Resources Be Located and Accessed?

School communities will vary greatly in terms of the availability of and access to resources. It is extremely important to identify these resources in order to plan for the most effective ways of delivering programs and services. Often, these resources are under-utilized or ignored because people are unaware of them, unsure of how to access them, or have not included them in their planning. Following these steps may be helpful:

- Review the lists of selected resources for guidance and counselling in Appendix M
- Gather and store all curriculum and program materials in one well known location
- Develop a list of guidance and counselling resources that might be available to staff, parents and students
- Develop a list of contact people and volunteers and update it regularly
- Develop a list of referral agencies, with information about how they can be accessed
- Compile a personnel inventory (include staff and parents with identified areas of interest and expertise as well as people from the school district, Alberta Education and community agencies)
- Invite community and social service agencies to take part in a resource fair (a large-scale event or simple displays at the school during parent/teacher interviews).

What School Facilities Are Available?

School counsellors are increasingly being asked to work in a variety of roles (counsellor, teacher, coordinator, organizer, process facilitator, consultant, collaborator, mediator). For counsellors to be effective in these varied roles, they will need access to facilities outside of the counsellor's office. It will be necessary for counsellors to work closely with staff to schedule the use of classrooms, the library and conference or meeting rooms. At the same time, it will still be necessary to have private office space available for use by administrators, teachers and counsellors who need to meet with students, parents or staff in a private, non-threatening atmosphere. Access to a private telephone will also be essential. Ready access to a school secretary is also recommended.

Defining Expectations

The next step in developing a CPP involves establishing priorities and setting objectives. Ideally, expectations will be established in consultation with the school council and will take into account a current assessment of needs as well as an evaluation of available resources. This will help to ensure that the guidance program and services are both effective and responsive to the needs of the school community. Objectives and priorities will vary from school to school. Some schools will focus more on personal/ social concerns, while others will be more concerned with issues in the educational or career domains. Some schools may utilize the counsellor primarily in instructional roles, while others may focus on using the counsellor's unique skills in the service area and concentrate on coordinating and consultation roles. All schools will be faced with some of the same questions, however, when attempting to define expectations for a guidance and counselling program.

These questions include:

- Who will be involved in determining expectations (counsellor, subcommittee members, principal, teachers, other staff)?
- How will the expectations be determined (perceived needs, available resources, objectives)?
- What will be the order of priority for addressing needs?
- Who will assume responsibility for meeting expectations?
- How will it be determined whether or not expectations are being met?

During the process of defining expectations it will be helpful to consider the following questions:

- Are the expectations compatible with statements of guiding principles for the school and for the guidance and counselling program?
- Are expectations clearly stated for both the guidance and counselling functions?
- Are expectations clearly stated for each domain (educational growth and development, personal/social growth and development, and career growth and development)?
- Do expectations include all grades and all students in the school?
- Are expectations clearly stated regarding the allocation of staff, time, material resources and finances?
- Are the expectations realistic and achievable?

Keeping the above questions in mind while trying to develop expectations will help to ensure that the CPP provides a means of planning comprehensive guidance and counselling programs and services. They may also help to encourage the planning and delivery of programs and services as a joint responsibility.

To arrive at a list of expectations that are realistic and achievable, it will be necessary to find some way of prioritizing which needs can be addressed, given the resources available. Chart 6 can be a useful aid in this process.

During the process of assigning priorities to needs, it may become apparent that guidance programs address the same needs as counselling services, but are employing a different function. This raises an important consideration – responding to needs early through developmental and preventative functions can reduce the amount of time and resources necessary for addressing crisis situations.

Each school community will be different, depending on their needs and resources, but to determine expectations that are reasonable and achievable, it is usually helpful to plan the year's activities, month-by-month. In this way, schools can develop a sequential guidance program that is focused primarily on a developmental and preventative approach.

The school counsellor should not be responsible for the delivery of all components of the guidance program. It is useful to identify other staff who are also responsible for implementing the monthly plans, as illustrated in Chart 7.

Chart 6: Examples of Identified Needs in a Junior High School

IDENTIFIED NEED	RESOURCES	POPULATION	DOMAIN
Study Skills	Teachers	Grades 7, 8, 9	Educational
Discipline (Defiant Behavior)	- Teachers - Counsellor - Audio-visual and print resources	Grades 7, 8, 9	Personal/Social/Educational
Home Problems (Family of Origin)	- Social worker - Counsellor - Teachers	Grades 7, 8, 9	Personal/Social/Educational
Study of Adolescence	<i>The Nature of Adolescence</i>, John J. Mitchell, (U of A, 1986) - Teachers - Community representatives	Grades 7, 8, 9	Personal/Social/Educational
Peer Conflicts	- Peer support network - Counsellor - Teachers	Grades 7, 8, 9	Personal/Social
Preparation for High School	High school team	Grade 9	Educational/Career
Nutrition	- Public health nurse - Dietitian - Exercise physiologist	Grades 7, 8, 9	Personal/Social/Educational
Career Exploration	- Library materials - Career fair - Guest speakers	Grades 7, 8, 9	Educational/Personal/Social/Career
Dating Violence	- Video: <i>Crown Prince</i>* - Social worker - Police - Nurse	Grade 9	Personal/Social

* available from the National Film Board

**Chart 7: Guidance Themes and Activities: Sample Yearly Plan
for Porcupine Hills Senior High School**

MONTH	THEME	ACTIVITY	PERSONNEL	OTHER
September	Welcome Back	• orientation for grade 10 students • orientation activities for students new to the school • lists of school activities on bulletin board • lunch hour presentation re: balancing part-time jobs and academic goals • identification of high needs students • classroom visits re: counselling services	• counsellors principal, student council • staff, student council, business community • peer support team • counsellors, guest speakers • counsellors, administrators, teachers, parents, outside agencies • counsellors, teachers	• peer tutoring program • assist teachers in understanding student profile charts • peer support program
October	Study Skills and Time Management	• study skills course/goal setting, learning styles, homework, time management (ongoing) • mini courses to enhance study skills in groups • brochures/worksheets for students re: study skills • parent evening to share successes/concerns • final planning for career event	• counsellors • counsellors, guest speakers • counsellors • counsellors, parents • counsellors, post-secondary liaison personnel, administration	• interagency activities, i.e., teen-parent group involving schools and other community resources (e.g., hospital, board of health, etc.)
November	Career Events	• career event for all students • CHOICES program offered to CALM classes • class visits, re: kinds of career information available in guidance department and library • speakers at lunch hour highlighting various careers • career planning, exploration, career goals, apprenticeship programs, youth employment services	• counsellors, post-secondary liaison personnel • administrator, peer support • counsellors • counsellors, parents, community resources • counsellors, speakers, community resources	• ongoing peer tutoring program • ongoing mentoring program

MONTH	THEME	ACTIVITY	PERSONNEL	OTHER
DECEMBER	Post-Secondary Planning	• information on various post-secondary institutions, entrance requirements, scholarships • presentations for financial planning for post-secondary institutions • out-of-province post-secondary institutions/presentations • workshops on application process, transcript process, post-secondary handbooks/registration procedures • school involvement in community projects related to holiday season , e.g., Festival of Trees, Craft Shows, etc.	• counsellors, librarian • counsellors, student finance board • counsellors, liaison officer • counsellors • counsellors, art teachers, parents, service agencies	• provide information on exchange programs • visit junior high schools to discuss transition issues, course requirements, school expectations, etc.
JANUARY	Community Resources	• noon hour information sessions re: community services/volunteer experience programs • drinking and driving program: Students Against Drinking and Driving (SADD) • Canada World Youth presentation • display in cafeteria from Volunteer Bureau	• counsellors, volunteer centres, United Way (community resource personnel) • counsellors, administrators, AADAC, student council • staff, peer support • counsellors	
FEBRUARY	Education Planning	• visits to junior high schools (registration, transition, etc.) • visits to homerooms to discuss course selections for next school year • noon hour presentations on decision routes for apprenticeship art college programs, etc. • information on open houses at post-secondary institutions	• counsellors, administration, staff • counsellors, staff • counsellors, apprenticeship board • NAIT, SAIT, community colleges	

MONTH	THEME	ACTIVITY	PERSONNEL	OTHER
MARCH/ EARLY APRIL	Registration	• open house for potential students • registration of grade 10, 11, and returning grade 12 students • registration of grade 9 students • solicit information from teachers (grades 9, 10, 11, 12) to identify "at-risk" students	• administrator, staff, parents, student groups • administrator • counsellors, administrator, parent • counsellors, administrator, parent	
LATE APRIL- MID JUNE	Future Planning	• nine workshops on exam taking • tutorial services • information for summer opportunities, i.e. work, study/summer school, volunteer experiences • resume writing • speakers, mini courses on summer job search process	• counsellors, teachers • counsellors, teachers • counsellors, Youth Employment Services, volunteer centres, job board • English teacher • counsellor, Youth Employment Services	

Considering Roles and Assigned Time

Most school counsellors are expected to be involved in a wide range of activities that go beyond the implementation of a guidance program. They are also involved in the provision of counselling services to the school community. The three main roles of counsellor, consultant and coordinator often involve significant commitment and demands on their time.

It is essential when defining expectations that these roles be considered. (Refer to Part 2 for a more complete description and explanation of these roles.) Depending on the needs of the community and expertise of the individual counsellor, each school must decide what proportion of the counsellor's time will be devoted to each service function. In many schools counsellors also have teaching assignments.

Often in our attempts to respond to the many important needs of the school community, we are ineffective because we try to do too much and are spread too thin.

Dr. Gary Phillips
Focus '95
Victoria, BC

The school council must define their priorities, describe appropriate activities and look carefully at the amount of time that can be allocated to the counsellor and other staff in their various roles. It may also be necessary to look again at the priorities and activities to ensure that the expectations are realistic and achievable.

The following data is taken from an Alberta Education survey of school principals in January, 1995.

Table 1:
Average Counsellor-to-Student Ratios in Alberta

Level	C:S Ratios	Range	Number
Elementary (ECS-6)	1:875	206-2770	83
Junior High (Grades 7-9)	1:466	250-1000	50
Senior High (Grades 10-12)	1:477	140-882	38
Overall: ECS-12	1:603	140-2770	171

The highest counsellor-to-student ratios in Alberta are found in secondary schools (on average, 1:472). The counsellor-to-student ratio in elementary schools is almost twice as high.

Table 2:
Counsellor-to-Student Ratios
1993 and 1995

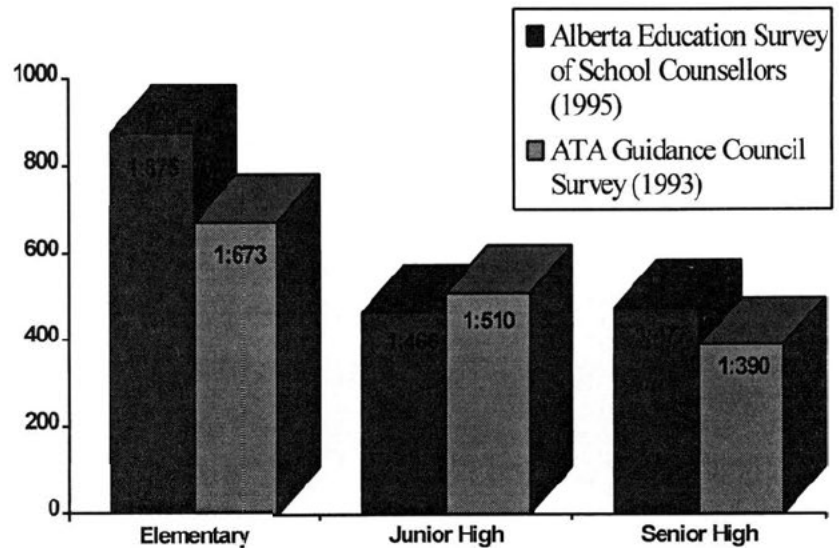
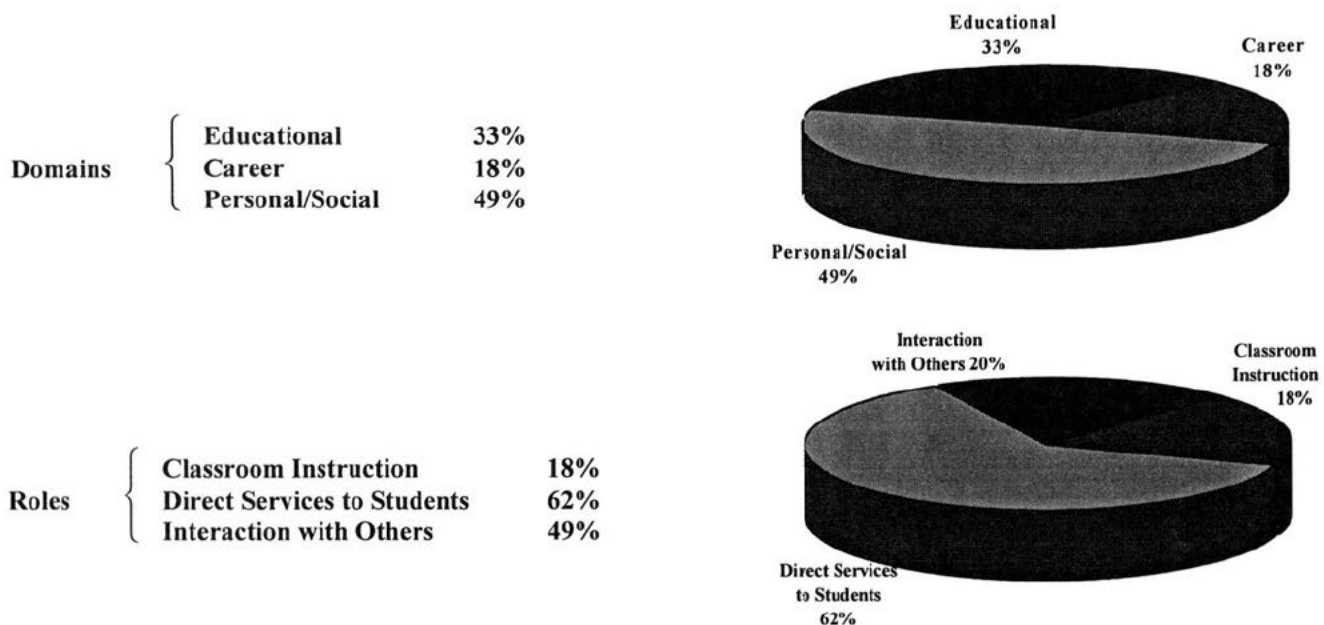


Table 3:
How School Counsellors in Alberta Spend Their Time



Counsellors spend the majority of their time assisting students with personal/social growth, and in providing direct services to students.

Table 4:
Percentages of Counsellors' Time Spent in Counselling
Domains and Roles, over the Three Levels of Schooling

LEVELS	DOMAINS			COUNSELLORS' ROLES		
	Personal /Social	Educational	Career	Direct Services to students	Interaction with Others	Developmental Guidance Instruction
Elementary (ECS-6)	66%	32%	2%	61%	23%	16%
Junior High (7-9)	58%	30%	12%	58%	20%	22%
Senior High (10-12)	36%	34%	30%	67%	9%	14%

Note. Based on sample sizes of 100. These figures reflect present counselling trends, rather than an "ideal," comprehensive guidance and counselling program.

School counsellors are challenged by their involvement in multiple roles and tasks and are sometimes working in very stressful situations. It is recommended that each counsellor actively seek a mentor to guide his/her practice and to serve as a professional sounding board for discussing ideas and strategies.

Stating Expected Student Competencies

Developing a month-by-month year plan will help greatly in determining the scope of activities that might reasonably be included in a comprehensive guidance and counselling program. To coordinate and integrate these activities into a long range plan that is truly comprehensive, staff and parent advisors must clearly relate them to objectives that describe student learning expectations (Part 6 of this manual provides a detailed discussion of a competency-based approach.) If expected student competencies (skills knowledge and attitudes) are identified clearly, the program and services can then be described, monitored, assessed and improved over time. It may be helpful to identify student competencies for each of the grade levels according to the different domains and to provide an indication of who will be responsible and when the desired outcome will be achieved. The competencies identified must be related to the Alberta programs of study. Chart 8 provides an example of how this might be done for a hypothetical grade 3 class.

**Chart 8: Student Competencies For Grade 3:
Cityview Elementary School**

DOMAIN	STUDENT COMPETENCIES The students will be able to:	WHO	ACTIVITY	WHEN
Educational	- describe how they learn something - identify steps in being more organized - know how to organize class and homework materials - keep materials organized at home, with the help of parents - describe why they like their favorite subject	- health teacher - math teacher - social studies teacher - counsellor, parent - health teacher	- classroom instruction - study skills - study skills - parent meeting - self knowledge unit (Prosocial skills)	- by Oct. 30 - by Sept. 30 - by Oct. 15 - by Oct. 30 - by Nov. 15
Personal / Social	- describe at least three things about themselves that they like - describe how they can make friends and keep friends - describe the steps involved in conflict resolution - complete homework on time - identify 3 ways to develop self-esteem	- language arts teacher - health teacher - counsellor/ teachers - counsellor, parent - counsellor	- journal exercise - Prosocial skills unit - demonstration - parent meeting - presentation	- by Sept. 30 - by Oct. 15 - by Oct. 30 - by Oct. 30 - by Nov. 15
Career	- describe the work of family members - identify and describe 5 jobs in the zoo - describe 2 jobs that other parents have	- health teacher - science teacher - counsellor, parents	- class instruction - field trip - presentation	- by Sept. 30 - by Oct. 30 - by Nov. 15

“Developing a CPP is like drawing a map to plan a journey. The expected student competencies are all of the places we want to get to.”

Mark Edwards

“If the CPP is the map and the competencies are the destinations, then how will we know if we are following the right course?”

Mark Edwards

“Using a competency-based approach is like traveling with a compass...it helps us to know where we are and where we are going.”

Mark Edwards

It may seem like an enormous task to identify all of the expected student competencies for each grade level, but even beginning the process will reap many benefits, including:

- increased awareness of the objectives of different subject areas
- increased awareness of how classroom teachers might foster competencies that are part of guidance in the health program
- more effective integration of guidance and counselling activities into programs for specific subject areas
- consistent sequential planning that can be easily adapted.

Once expected student competencies are selected from the learning expectations established by Alberta Education, the next step will be to describe the indicators for each of the competencies. These indicators are like signposts that help us to know whether we are making progress towards the competencies. They provide a measurable, observable demonstration that the competencies are being achieved. (Part 6 provides for a more complete description and discussion of this topic). In some cases the indicators will be students’ performance on tests. More informal indicators may be simply whether or not an activity that was planned (e.g., career fair, guest speaker, demonstration, class visit, etc.) actually took place. Incorporating a competency-based approach in the development of the CPP provides an efficient means of evaluating or assessing the program.

Defining Strategies

There are often many ways to get to the same destination. If we have a clear idea of what we want to achieve (student competencies), then the task is to find the most effective and efficient way of doing that. Decisions must be made about the most suitable roles for staff and appropriate methods of delivering the program.

As new issues emerge (see Part 3), counsellors are continually exploring new ways to address problems. Much can be learned by examining the professional literature and networking with colleagues. It is recommended that each counsellor actively consult with a mentor to discuss ideas and define strategies. Reflecting carefully about what has been done, what might have been done, and what could be done in the future is fundamental to selecting the best strategy.

Even though strategies change and evolve, some of the same questions remain:

- Who is in the best position to deliver a specific strategy (counsellor, teacher, administrator, parent, student, community member, other professional)?
- How long should it take to deliver the strategy?
- What resources are needed?
- Who will receive the program or service (individual, small groups, large groups)?
- Are there any special roles or processes that will help make the strategy successful (teacher, advocate, counsellor, collaborator, mediator, facilitator, coordinator, consultant)?

Preparing The CPP

Developing a CPP is a dynamic and ongoing process. Many schools will have already undertaken steps that will contribute to the process. Efforts to prepare a CPP must include and build on any previous work that has been done. The central goal of the CPP is to make guidance and counselling services effective and efficient through carefully planning and regular assessment.

Although the process that is outlined here appears sequential, each school community must decide which aspects of the CPP will be the focus for any given year. What will produce the most benefits, both in the short term and the long term? Each preparatory step has benefits and is of value on its own. However, all the components must eventually be included in a dynamic process. It is necessary to allocate time for planning and assessing. It is also important to view a guidance and counselling program as a shared responsibility. The more stakeholders are involved in preparing of the CPP, the more likely they will be to participate in and take responsibility for implementing the program.

Communicating The CPP

To gain support for the school's comprehensive guidance and counselling program, counsellors and school administrators must increase people's knowledge and awareness of what a counsellor does and how much success he or she is having. The guidance and counselling program must be accountable, like all other programs.

Counsellors are trained to be skilled communicators in the counselling relationship; however, there is an abundance of evidence that indicates frequent shortcomings in communicating with members of the school community. Therefore, a high priority must be given to communicating the goals, activities and accomplishments of the guidance and counselling program to those students, teachers and administrators, as well as to key members of the larger school community (parents, school district administrators, business and community leaders).

To ensure appropriate and ongoing communication to all served or potentially supporting members of the school community, the counsellors should prepare a written communications plan. The intent of this plan is not only to inform, but also to influence. Factual data related to program needs, and clear outcomes statements will encourage positive responses, support and acceptance. The CPP can be a valuable tool in developing and fostering awareness and support. Counselling staff might consider:

- inviting representatives of key stakeholder groups to become involved with the school council
- making copies of the CPP available and accessible to all members of the school community
- encouraging collaboration and openness, within ethical guidelines, in each stage of the development, implementation and assessment of the CPP
- making presentations to students, staff, parents and community members
- sharing the results of various programs and services offered through the CPP

The counsellor can also enhance communication of the guidance and counselling program and services by:

- being highly “visible” and demonstrating a high level of, professional commitment, expertise and service that directly links the guidance and counselling program to the mission of the school
- demonstrating ongoing professionalism by presenting inservice training and workshops to staff, parents and community groups, and by serving as a model of physical and emotional wellness

- communicating messages that help to inform, educate and enlighten school community members (e.g., regularly including information about the CPP in school newsletters and describing program activities in the media)
- organizing and coordinating special student activities and events, such as career days and developing “step-up” days for students who will be entering or leaving the school the following year
- preparing visual displays with key information and messages relevant to the guidance and counselling program, such as attractive bulletin boards that focus on developmental and preventative guidance themes.

Assessing the CPP

Development of the CPP is an ongoing and dynamic process that affects all aspects of a comprehensive guidance and counselling program. A carefully prepared CPP will be a valuable aid in adapting to changing needs and priorities. The CPP can also help to develop continuity and foster programs and services that are responsive to the school community. In times of crisis or major change, a reassessment of the CPP will help to determine appropriate resources and strategies for adapting to emerging needs.

To ensure that programs and services are effective and efficient, the CPP must be assessed on an annual basis. In most cases, the school council will have primary responsibility for assessing the CPP. Although the counsellor or administrator may have a central role in coordinating the assessment, all stakeholders who are involved in developing and implementing the plan should take responsibility for the assessment role. The assessment of the CPP is distinctly different from evaluating the counsellor or other staff who are involved in implementing a guidance and counselling program.

The purpose of assessing the CPP is to determine how effective the program is in addressing the needs of the school community. If the CPP has been carefully planned and implemented, the assessment will measure progress toward addressing the priorities that were identified. Assessing the CPP is a valuable means of demonstrating the effectiveness of a guidance and counselling program and enhancing its accountability to all stakeholders in the school community.

Comprehensive assessment of the CPP involves assessment of:

- enumerative data
- student competency data
- school community satisfaction data.

This section of the resource guide presents ideas and strategies for assessing enumerative data. Assessment of student competency data is addressed in Part 6, and the assessment of school community satisfaction data is included in Part 7 of this manual.

Assessing Enumerative Data

One means of assessing the CPP is to examine the structural components of the plan using a checklist and examining enumerative indicators, such as:

- the number of students receiving a guidance and counselling program or service
- a record of the time spent in consultation, collaboration and counselling
- the number of students, parents or school staff members who have requested an additional program or service
- documentation supporting CPP activities, such as letters inviting participation on the school's guidance and counselling subcommittee, needs assessment results, resource lists, statements of defined CPP priorities and expectations, and yearly activity plans.

To assess enumerative data, the counselling staff must prepare, maintain and update records of CPP activities on an ongoing basis. (Enumerative data gathered from the counselling log book and appointment calendars must be reported in strict adherence to the ethical guidelines presented in Appendix C.)

Some of the instruments that can be used to collect enumerative data have been included in Appendix M.

An overview of the process of designing a comprehensive school guidance and counselling program is presented in Figure 6.

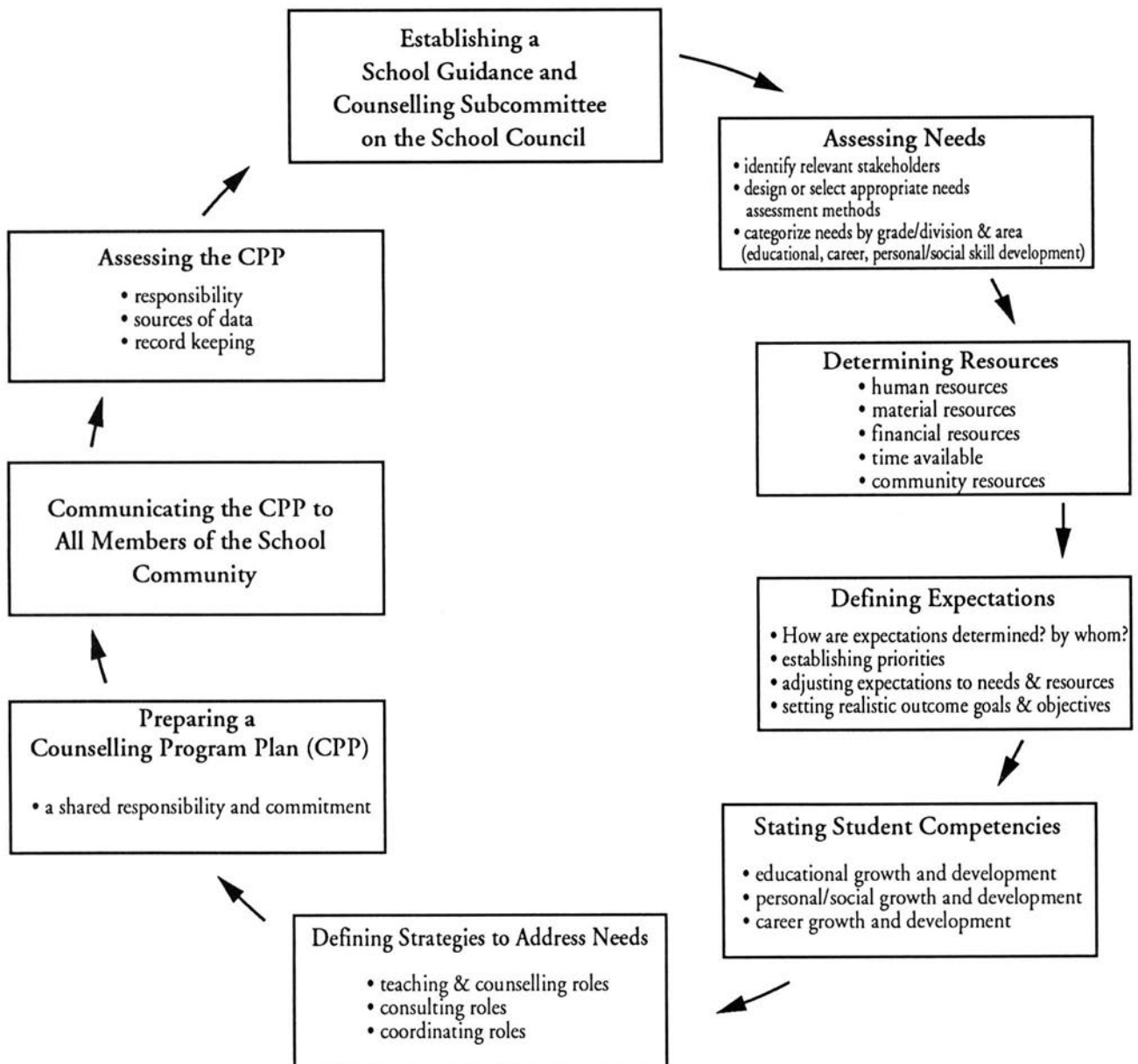


Figure 6:
Designing Comprehensive School Guidance and Counselling Programs

PART

6



Achieving Learning Expectations



Contents	Page
----------	------

Part 6: Achieving Learning Expectations

Mission and Mandate of Basic Education.....	87
Alberta Education's Programs of Study.....	90
Local Decision Making.....	90
Focusing On Competencies: A Process.....	90
Establishing A Competency-Based Program.....	91
A Framework For Working with Competencies.....	91
Designing Down From Learning Expectations Statements.....	94
Designing Down From Program Competencies to More Specific Competency Statements.....	98
Examples of Competency Statements for Guidance- related Themes in the Alberta Curriculum.....	100
Assessing Student Competencies.....	116
Assessment Strategies.....	118
Sample Planning Sheet.....	120

PART 6: Achieving Learning Expectations

I am really impressed by this planning and resource guide and plan to make very good use of it. As a counsellor, principal designate and classroom teacher, I find I am often pulled in many directions. A comprehensive school guidance and counselling program is what we need

— Karen Turner, Counsellor
Kameyosek School, Edmonton

Part 6 focuses on achieving the learning expectations established by Alberta Education using a competency-based approach. It is intended as a planning tool to address guidance-related themes in the Alberta curriculum.

The skills, knowledge and attitudes that we expect our elementary, junior high and senior high students to develop are derived from learning expectations established by Alberta Education. These learning expectations are stated in the programs of study prescribed by the Minister of Education. In other words, Alberta Education determines the “what” of learning, while schools decide on the “how.”

This section explains how counsellors, along with teachers, can plan and implement student activities to ensure that the learning expectations are acquired. Counsellors and teachers provide developmental guidance instruction and counsel students in the educational, personal/social and career domains. In addition, counsellors indirectly assist students by providing coordination and consultation services.

The Counselling Program Plan (CPP) should reflect the competencies (skills, knowledge and attitudes) that a counsellor and school staff wish to target in a given period, as determined by a needs assessment.

Mission and Mandate of Basic Education

Alberta Education (1995) has stated the mission and mandate of basic education and delineated the learning expectations for students. These statements are reproduced here.

Mission

“The Best Possible Education For All Alberta Students.”

Mandate

“Education is responsible for ensuring that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.”

Beliefs

We believe:

- All students can learn and experience success.
- All students have the right of equitable access to a quality basic education program that meets their diverse needs.
- Students are responsible for participating fully in the achievement of their educational success.
- All students must have strong reading, writing and math skills with which to analyze data and develop ideas and inferences.
- Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
- Education is an essential building block of our society’s future.
- The education system must provide our society with creative and critical thinkers and problem solvers, who are prepared for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world.
- The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech, global economy.

- Quality educational programs develop the total person – social, physical, intellectual, cultural and emotional dimensions.
- High learning expectations challenge all students to learn and achieve.
- The success of students is the shared responsibility of students, parents, school, community and government.
- Parents should have opportunities for meaningful involvement in important decisions about their children's education.
- Parents and the public should have access to timely information about the performance and cost of the education system.
- The satisfaction of students, parents and the public is critical to the success of the education system.
- Resources and relevant decision making should be located where education happens.
- All those responsible for decisions about education, including the expenditure of education funds, are accountable to Albertans for actions and results.
- Available resources can maintain and improve the quality of education for students if managed efficiently and innovatively.
- The provision of educational funding must be fair, adequate and affordable.

Definition of Basic Education

The school's first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards, including employability skills consistent with workplace requirements.

Schools will provide a variety of learning experiences so that students can:

- . Read for information, understanding and enjoyment
- . Write and speak clearly, accurately and appropriately for the context
- . Use mathematics to solve problems in business, science and daily-life situations
- . Understand the physical world, ecology and the diversity of life
- . Understand the scientific method and the societal context of science
- . Know the history and geography of Canada and have a general understanding of world history and geography
- . Understand Canada's political, social and economic systems within a global context
- . Research an issue thoroughly
- . Know how to work independently and as part of a team
- . Respect the cultural diversity of Canada and appreciate literature and the arts
- . Know the basic requirements of an active, healthy lifestyle
- . Recognize the importance of accepting responsibility for their physical and emotional well-being and appreciate the role of the family and other relationships to that well-being
- . Manage time and other resources needed to complete a task
- . Use computer and communication technologies
- . Demonstrate initiative, leadership, flexibility and persistence
- . Evaluate their own endeavors and continually strive to improve
- . Have the desire and realize the need for lifelong learning.

Alberta Education's Programs of Study

Alberta Education's Programs of Study (current editions) for elementary and secondary schools identify the learning expectations for all students. Content is organized into separate subject or course areas and focuses on what students are expected to know and be able to do.

Some school counsellors will teach health curricula at the elementary and junior high levels and Career and Life Management in senior high, as specific themes in these courses relate to developmental guidance.

Local Decision Making

School organization and teaching methodologies are not mandated at the provincial level and may vary from class to class and school to school. This flexibility allows teachers and counsellors to address the range of individual differences that will exist in any group of students. School staff are free to choose learning activities, instructional approaches, support services, classroom organization, timetabling and community resources in keeping with guidelines and policies established by the local school board.

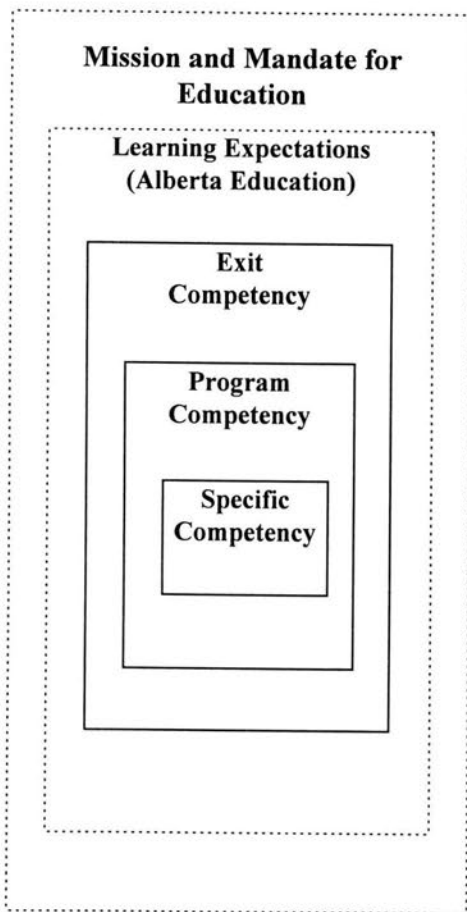
The following process describes one possible approach to identifying specific competencies.

Focusing on Competencies: A Process

This section of the manual provides a model that school counsellors and administrators might use to review, organize and assess the knowledge, skills and attitudes (competencies) that students have acquired as a result of the school's comprehensive guidance and counselling program. These competencies are based on Alberta Education's learning expectations.

The following suggestions are based on two assumptions:

1. A comprehensive school guidance and counselling program involves the school's entire staff.
2. Counsellors will adjust the process to fit their school's needs and the priorities that have been chosen for the year.



Establishing a Competency-Based Program

A “competency” is an observable, measurable, describable result achieved through learning activities or guidance and counselling support that is provided to a student.

Establishing a competency-based process involves the following steps:

- identifying competencies students should acquire from the learning expectations established by Alberta Education (exit competencies)
- identifying corresponding program or course competencies
- identifying a sequence of developmentally appropriate specific competencies that indicate that program competencies are being achieved
- creating a tightly defined, well articulated program that can be described, monitored, assessed and strengthened over time.

A Framework for Working With Competencies

Exit competencies or learning expectations are the starting point for planning a competency-based program framework. According to prevailing views, exit competencies should reflect significant knowledge, skill and attitudes that enable the student to live a productive and satisfying life as a member of society. Exit competencies focus on lasting and meaningful, future-oriented learning for all students.

Exit competencies should be global enough to relate to all school program areas. This aspect is important: by sharing responsibility for the achievement of exit competencies, the guidance and counselling program is demonstrably linked with the other program areas.

Six learning expectations selected from the set developed by Alberta Education will be used in the following examples of flexible planning. The six expectations are that students will be able to:

- ❶ write and speak clearly, accurately and appropriately for the context
- ❷ research an issue thoroughly
- ❸ have the desire and realize the need for lifelong learning

- ④ manage time and other resources needed to complete a task
- ⑤ recognize the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships to that well-being
- ⑥ evaluate their own endeavors and continually strive to improve.

As indicated by the above list, learning expectations or exit competencies are framed in such a way as to include all programs and to highlight significant learning achievements. Alberta Education has used the Conference Board of Canada's Employability Skills to develop some of the learning expectations or exit competencies to be achieved by students. (See Chart 9.)

The process of planning "backwards," from learning expectations statements down through program competencies to specific competencies, can be compared to selecting a holiday destination on a map and then planning a travel route, highway by highway and stop by stop. Whether you are traveling to a pre-set destination or studying to achieve a defined competency, this approach helps to reduce uncertainties and ensures a greater likelihood of success.

When the guidance and counselling program is viewed as a program area, similar to mathematics, science, language arts or social studies, it takes on new dimensions. The competency-based process makes it possible to integrate a range of counselling services effectively and systematically into specific subject areas while offering parallel complementary services, directly or indirectly, outside the classroom.

**Chart 9: EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required
of the Canadian Workforce (Conference Board of Canada, 1992)**

Academic Skills Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results	Personal Management Skills The combination of skills, attitudes and behaviors required to get, keep and progress on a job and to achieve the best results	Teamwork Skills Those skills needed to work with others on a job and to achieve the best results
Canadian employers need a person who can: Communicate • Understand and speak the languages in which business is conducted • Listen to understand and learn • Read, comprehend and use written materials, including graphs, charts and displays • Write effectively in the languages in which business is conducted Think • Think critically and act logically to evaluate situations, solve problems and make decisions • Understand and solve problems involving mathematics and use the results • Use technology, instruments, tools and information systems effectively • Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences) Learn • Continue to learn for life	Canadian employers need a person who can demonstrate: Positive Attitudes and Behaviors • Self-esteem and confidence • Honesty, integrity and personal ethics • A positive attitude toward learning, growth and personal health • Initiative, energy and persistence to get the job done Responsibility • The ability to set goals and priorities in work and personal life • The ability to plan and manage time, money and other resources to achieve goals • Accountability for actions taken Adaptability • A positive attitude toward change • Recognition of and respect for people's diversity and individual differences • The ability to identify and suggest new ideas to get the job done — creativity	Canadian employers need a person who can: Work with Others • Understand and contribute to the organization's goals • Understand and work within the culture of the group • Plan and make decisions with others and support the outcomes • Respect the thoughts and opinions of others in the group • Exercise "give and take" to achieve group results • Seek a team approach as appropriate • Lead when appropriate, mobilizing the group for high performance

Designing Down From Learning Expectations Statements

Once school staff have selected the exit competencies they wish to emphasize (from the list of learning expectations), they are ready to examine each program area in terms of those competencies. As mentioned previously, counselling should be viewed as a program as well as a service that involves the school counsellor and all other staff members. The staff can work together to assess the needs of their students and determine program competencies and specific competencies to be achieved in the counselling area.

In most schools, the counselling program includes the following counselling roles:

- individual counselling of students in crisis
- individual and group counselling of students encountering educational, career, and social/personal difficulties
- instruction that provides students with the skills needed to function effectively in social situations, achieve the fullest educational potential, and make realistic career choices in the future
- support for teachers, parents and the community at large in areas affecting the development of students at the school.

Counselling and its related services tend to fall into three domains of growth and development: educational, personal/social and career. These three domains offer a convenient way of describing program competencies for the counselling area.

The following pages present program competency statements in each of the domains, and tie them back to the six learning expectations statements identified on pages 91 and 92. Schools will of course adapt these examples and add others that relate to the needs of their students.

TIP:

The emphasis on particular learning expectations, program and specific competencies should be based on identified student needs. The comprehensive school guidance and counselling program is specifically designed to meet student needs that have been identified by the school community.

LEARNING EXPECTATION ❶

the ability to write and speak clearly



**SAMPLE GUIDANCE AND
COUNSELLING
PROGRAM COMPETENCY**

- Career: presents self well when seeking employment
- All domains: relates in positive ways to adults and peers

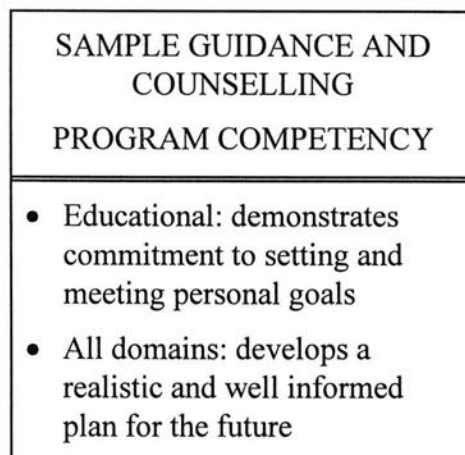
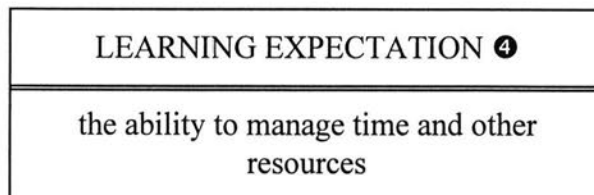
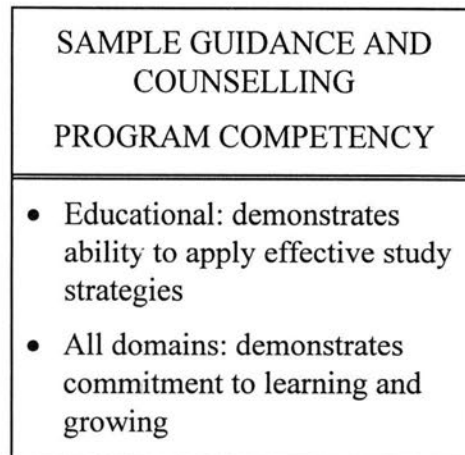
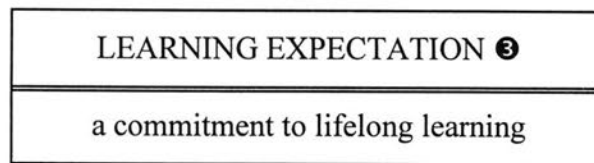
LEARNING EXPECTATION ❷

the ability to research an issue thoroughly



**SAMPLE GUIDANCE AND
COUNSELLING
PROGRAM COMPETENCY**

- Career: selects an appropriate career goal
- All domains: shows capacity for recognizing and choosing the best solution for problems



LEARNING EXPECTATION ⑤
A recognition of the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
• Personal/social: shows self-esteem and confidence • Personal/social: demonstrates honesty, integrity and personal ethics • All domains: shows commitment to achieving his or her personal best • All domains: shows respect for individual differences

LEARNING EXPECTATION ⑥
a capacity to evaluate their own endeavors and continually strive to improve



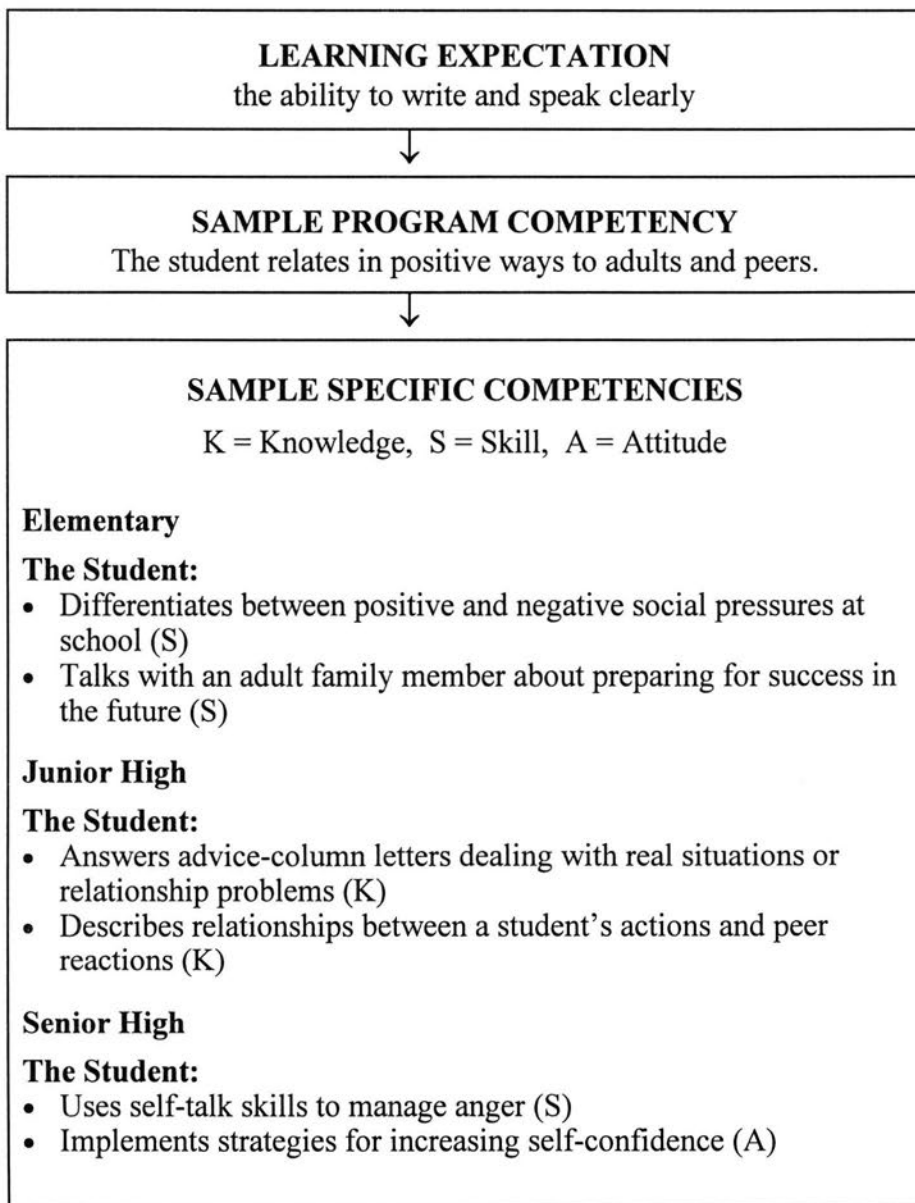
SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
• All domains: demonstrates a positive attitude toward change • All domains: demonstrates successful transition to new levels of study and to employment

Designing Down From Program Competencies to More Specific Competency Statements

The next step is to identify specific competencies for each level. A “specific competency” is a measurable, observable demonstration of learning that provides evidence that a particular program competency is being achieved. No program competency will be achievable in total through a single “specific competency” statement. In other words, program competency statements are complex and will therefore involve a collection of specific competencies, to be achieved over time.

School jurisdictions will find it helpful to view specific competencies in terms of their primary focus: the acquisition or demonstration of knowledge, skills or particular attitudes. The following examples of specific competencies are labelled according to their main focus. The knowledge competencies focus on having students acquire knowledge or demonstrate an understanding of basic knowledge. The skill competency asks the student to demonstrate an ability to do something (e.g., apply principles, analyze, observe, infer, construct, persuade, draw or paint, write, calculate, etc.). An attitude competency focuses on having the student develop and/or demonstrate a belief or value.

As illustrated in the following chart, specific competencies flow downward from program competency statements, and are therefore more focused.



Examples of Competency Statements for Guidance-related Themes in the Alberta Curriculum

The following series of charts provides examples of learning expectations, program competencies and specific competencies that schools may choose to emphasize in their Counselling Program Plan. The indicators are specific themes derived from the Alberta health and CALM curricula for Alberta. No one school should expect or plan to implement all of the competency statements shown here.

These charts are samples only and are intended for use as a planning tool. These charts do not represent a curriculum for guidance and counselling nor do they replace the Alberta curricula.

Schools might use the charts:

1. to check off the components that are already in place in their school
2. to select a manageable number of learning expectations (e.g., one or two) to emphasize in the immediate future or during a school year, keeping in mind the results of their needs assessment.

LEARNING EXPECTATION ❶
the ability to write and speak clearly



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
The student presents self well when seeking employment.



Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Career The student: - Visits and write about job sites (K) - Talks with people about their work (K) - Role-plays characters being interviewed by classmates (K) - Presents own work and learning in conference with parents and teacher (S) - Expresses satisfaction regarding exploration of careers (A)				
Indicators: Junior High Career The student: - Creates brochure on the job interview (K) - Makes use of peer support team for career research (K) - Practices employment interview (S)				
Indicators: Senior High Career The student: - Interviews employer about what he/she values in interview setting (K) - Revises high school program to accommodate new career choice (K) - Explores at least three career alternatives (K) - Role-plays applicant/employer in interview (S) - Develops job search skills (S) - Creates effective resume/portfolio (S) - Develops plan to permit part-time work and complete school courses (S)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

Sample Chart

LEARNING EXPECTATION ❶
the ability to write and speak clearly



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
The student relates in positive ways to adults and peers.



Sample
Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social The student: - Differentiates between positive and negative social pressures at school (S) - Talks with an adult family member about preparing for success in the future (S) - Role-plays refusal of drugs, alcohol and misbehavior (S) - Develops plan for anger management (S) - Reduces use of "put-downs" to peers (S) - Demonstrates plan for dealing with scapegoating or name calling (S)				
Indicators: Junior High Personal/Social The student: - Answers advice-column letters dealing with real situations of relationship problems (K) - Describes relationship between a student's actions and peer reactions (K) - Practices refusal skills in a variety of situations (S) - Makes use of peer support team as a sounding board (S)				
Indicators: Senior High Personal/Social The student: - Practices situations that call for negotiation, honest expression of feelings, assertion of individual beliefs (S) - Develops strategies for management of anger or shyness (S) - Implements strategies for increasing self-confidence (A)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION ②

the ability to research an issue thoroughly



SAMPLE GUIDANCE AND
COUNSELLING

PROGRAM COMPETENCY

- The student shows capacity for recognizing and choosing the best solution for problems.



Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social The student: • Identifies more than one solution for a given problem (K) • Describes the steps involved in conflict resolution (K) • Explains why one solution is better than others in problem solving (S) • Demonstrates a group plan for dealing with scapegoating and name calling (S) • Develops peer support for identifying alternate solutions to problems/choosing best option (S)				
Indicators: Junior High Personal/Social The student: • Recalls and assesses a problem he or she has solved (S) • Develops plan for managing anger/frustration over problem (S) • Lists and prioritizes current values (A)				
Indicators: Senior High Personal/Social The student: • Describes plan for reducing confrontations or conflicts in school (S) • Develops plan for dealing with study or job-related stress (S) • Through daily journal, demonstrates use of self-talk about problem/possible solutions (S)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

Sample Chart

LEARNING EXPECTATION ②
the ability to research an issue thoroughly



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
The student assumes responsibility for making decisions and accepting the consequences.



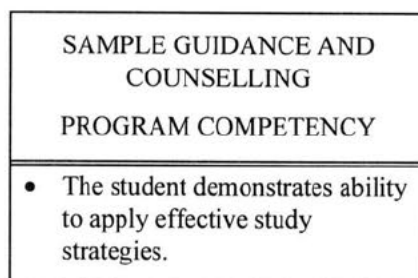
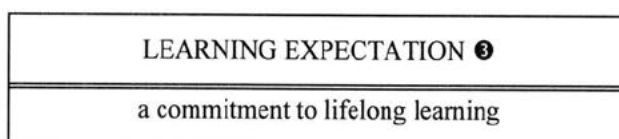
Sample Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social The student: - Identifies alternatives in decision making(S) - Assumes responsibility in a group setting (S) - Arranges peer and parent support for self-talk leading to a decision (S) - Defines values in the context of decision making (A)				
Indicators: Junior High Personal/Social The student: - Describes ways in which peer pressure influences him or her (K) - Provides examples of how past decisions have affected present situations (K) - Through writing and talk, examines the relationship between decisions and consequences or results (S)				
Indicators: Senior High Personal/Social The student: - Examines alternatives and predicts consequences of a decision (S) - Lists and prioritizes values and then relates values to decision-making task (S) - Explains values behind personal decisions (A) - Examines alternative choices; predicts results or consequences before making a decision (S)				

(K) = Knowledge

(S) = Skill

(A) = Attitude



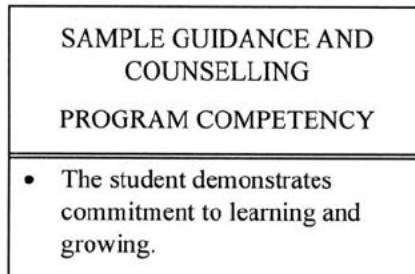
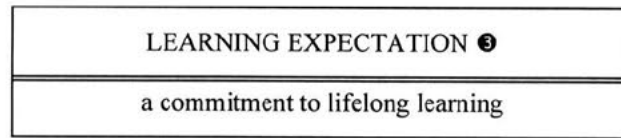
Sample Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Educational The student: - Describes how he or she learns (K) - Describes three good study habits (K) - Demonstrates awareness of alternative strategies for effective study (K) - Organizes class and homework materials (S) - Asks questions in class (S) - Identifies what motivates him or her to succeed in school (A)				
Indicators: Junior High Educational The student: - Identifies different ways to prepare for tests in different subjects (K) - With teacher and parent support, reviews study strategies and develops a plan for improving grades (K) - Analyzes test/assignment results to make plan for improvement (S) - Develops plan to improve grades(S) - Participates in study strategy tutorial (S) - Keeps learning log for all subjects or for difficult subject (S)				
Indicators: Senior High Educational The student: - Collects information relevant to post-secondary plans (K) - Identifies the barriers to and resources for achieving his or her educational plan (K) - Identifies potential scholarship sources (K) - Enrolls in tutorial focusing on strengthening study skills (K) - With support from teachers and parents, develops plan for improving grades (S)				

(K) = Knowledge

(S) = Skill

(A) = Attitude



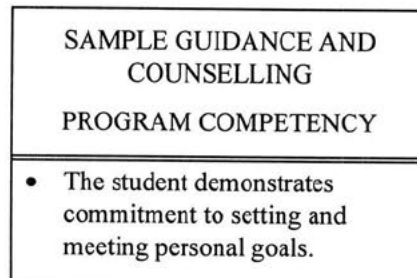
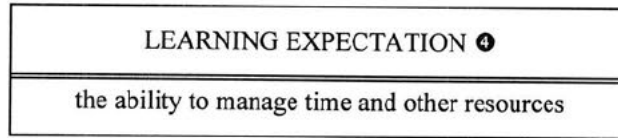
Sample Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Educational The student: - Explores/develops personal interests (K) - Participates willingly in school activities (A) - Completes assignments and homework (A) - Describes why he or she likes a favorite subject (A)				
Indicators: Junior High Educational The student: - Analyzes test results and makes plan for improvement (K) - Develops a tentative educational plan for the next five years (S) - Develops plan for personalizing schooling (S) - Identifies what motivates him or her to succeed (A) - Reviews values/relationship to schooling (A)				
Indicators: Senior High Educational The student: - Collects information relevant to post-secondary plans (K) - Reviews his or her educational plan; identifies barriers to and resources for achieving it (K) - Continues to complete assignments and attends school regularly (S) - Reviews values and develops plan for personalizing his or her learning (A)				

(K) = Knowledge

(S) = Skill

(A) = Attitude



Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social The student: - Sets a personal goal and develops a plan for achieving it (S) - With parental support, identifies and meets personal goals (S) - Identifies literacy character's goals and says why the character did or did not achieve the goal (S) - Learns a method to relax and avoid stress (S) - Defines values and describes his or her own (A) - Reviews values, identifies personal goal and analyzes how to meet that goal (A)				
Indicators: Junior High Personal/Social The student: - Describes ways to organize personal time (K) - Defines what determines quality of life for him or her (K) - With peer support, shares stories about identifying and meeting personal goals (S) - With parental support, identifies personal goal and develops plan to meet it (S)				
Indicators: Senior High Personal/Social The student: - Describes what lifestyle he or she would like and explains why, in terms of personal values and priorities (K) - With peer support, reviews successes in meeting personal goals (K) - Keeps personal journal that identifies goals and ways to fulfill those goals (K) - Demonstrates relaxation skills for controlling stress (S)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION ④
the ability to manage time and other resources



SAMPLE GUIDANCE AND COUNSELLING
PROGRAM COMPETENCY
The student develops a realistic and well informed plan for the future.



Sample Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Educational The student: - Identifies own abilities and skills (K) Personal The student: - Makes plans for holidays and summer vacation (K) - Imagines what he or she will be doing in 15 years and describes what he or she must do to realize the dream (K) - Shares hobbies and interests through classroom/school display and/or presentation (S) - Makes reflective journal entries about self in 15 years' time (S) Indicators: Junior High Career The student: - Identifies preferred lifestyle and career; is able to say how dream is achievable (K) - Interviews person in career of interest or in study program of interest (S) Personal/Social The student: - Lists and prioritizes values; relates values to future plans (S) Educational The student: - Reviews future plans and adjusts educational pattern accordingly (K) Indicators: Senior High The student: - Evaluates flexibility in plans for the future (K) - Identifies career-relevant skills, interests, values and personal factors (K) - Assesses future plans in view of changing interests (K) - Takes inventory of interests and related career; with parental support, assesses and adjusts personal, career and educational plans (K)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION 9
a recognition of the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
The student shows self-esteem and confidence.



Sample
Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social/Educational The student: - Speaks clearly and distinctly when appropriate (S) - Identifies, reflects on and celebrates achievements (A) Educational The student: - With teacher and parent support, periodically reviews achievement (S) - With teacher support, accepts and fulfills special responsibilities at school (S) - With parent support, enters activities where success is likely (A) - Enters new learning willingly (A)				
Indicators: Junior High Personal/Social The student: - Identifies and examines factors that affect peer acceptance and building of friendships (K) - Through reading and discussion, develops understanding of how relationships affect self-image (K) - With teacher and parent support, periodically reviews contributions to others, achievement of goals and praise received (K) - Develops skills relating to public speaking and presentation of self (S) - Engages in confidence-building activity relating to personal interest (e.g., drama, sport, part-time job, club) (A)				
Indicators: Senior High Personal/Social The student: - Identifies and reflects on personal qualities that make people good friends and successful employees (K) - Keeps journal to reflect on personal successes and strengths (K) - Develops skills relating to public speaking and presentation of self (S) - Participates willingly in classroom or school activity (A) - Periodically reviews learning and other achievements (S) - With teacher and parent support, periodically reviews contributions to others, achievement of goals and praise received (K)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION 6
a recognition of the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
The student demonstrates honesty, integrity and personal ethics.



Sample Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social The student: - Recognizes and explains right and wrong in stories (K) - Keeps personal journal, focusing on decisions and choices (K) - With parental and teacher support, works through personal concerns and develops plan for resolving them (K) - Given problem situations, works out best course of action (S)				
Indicators: Junior High Personal/Social The student: - Identifies and values honesty, integrity and personal ethics in stories (A) - With teacher and parent support, reassesses decisions or actions in terms of honesty, integrity and personal ethics (A) - With teacher and/or parent support, develops plan for dealing with problems in a way that respects honesty, integrity and personal ethics (A) - Considers and shares possible solutions to problems in terms of honesty, integrity and personal ethics (K)				
Indicators: Senior High Personal/Social The student: - Reviews problems and solutions in case studies in terms of honesty, integrity and personal ethics (K) - Maintains journal, focusing on personal response to decisions and choices (A) - Reviews and discusses values, goals and actions in terms of honesty, integrity and personal ethics (A) - With parent and teacher support, reviews decisions and choices in terms of honesty, integrity and personal ethics (A)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION ⑤
a recognition of the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
The student shows commitment to achieving his or her personal best.



Sample
Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Educational The student: - With parental support, reviews achievement/develops plan for achieving personal best (K) - Follows directions and asks questions for clarification (S) - Reflects on achievement and sets goals for improvement (S) - Monitors own learning and seeks assistance/responds well to help ((S) - Shows effort to do personal best in games and sports (A)				
Indicators: Junior High Personal/Social The student: - Lists personal successes and analyzes for indications of personal strengths (S) - Lists personal values, prioritizes them, sets goals and plans for achievement of goals (S) - Completes “newspaper of the self,” celebrating personal achievements and skills (S) - With parent support, develops goals and plans achievement of them (S)				
Educational The student: - Reviews study habits to assist with achievement of personal best (K) - With teacher and parent support, reviews interests and personalizes learning (A)				
Indicators: Senior High The student: - Maintains learning log to monitor and strengthen achievement as a learner (S) - Reviews study habits to assist with achievement of personal best (S) - With teacher and parent support, develops plan to enable achievement of personal goals (S) - Reviews values and their fit with personal/career/educational goals (A) - Celebrates significant achievements as reflection of his or her personal best (A)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION 6
a recognition of the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY
The student shows respect for individual differences.

Sample
Chart



Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social The student: - Reads and talks about individual differences as richness in diversity ((K) - Shares own cultural experiences and beliefs (K) - Visits cultural events, sites or displays (K) - Works cooperatively in mixed groups (S) - Voices, examines and considers individual opinions (S) - With peer, teacher and parent support, develops plan for eliminating name calling (A)				
Indicators: Junior High Personal/Social The student: - Shares own cultural experiences and beliefs (K) - Researches and writes about differences among local population groups (K) - Reads about, records and shares individual views and experiences (S) - Works cooperatively in mixed groups (S) - Accepts and considers alternate views without immediate dismissal (A) - With peer, teacher and parent support, develops plan for overcoming intolerance (A)				
Indicators: Senior High Personal/Social The student: - Researches and writes about differences among local population groups ((K) - With peers, prepares community event or display celebrating differences (K) - Works cooperatively in mixed groups (S) - With parent and teacher support, develops plan for anger management (S) - Reads and talks about cross-cultural differences with open-mindedness (A) - Accepts and considers opposing views or beliefs (A)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION ⑥
a capacity to evaluate their own endeavors and continually strive to improve



SAMPLE GUIDANCE AND COUNSELLING
PROGRAM COMPETENCY
The student demonstrates a positive attitude toward change.



Sample Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Personal/Social The student: - Enters new activities with interest and willingness to participate (A) - Reads and talks about response to change (A) - Anticipates change and identifies benefits and possible responses (A) - With teacher and parent support, develops plan to prepare for impending change (A)				
Indicators: Junior High Educational The student: - Investigates and prepares for entry into high school (K) - Prepares and consolidates advice for incoming grade 7 students (K) Personal/Social The student: - Reads about, discusses and shares examples of growth resulting from change (A) - Enters new activities with interest and willingness (A) - Anticipates change and identifies benefits and possible responses (A) - With peer, teacher and parent support, develops plan for coping with change ((A)				
Indicators: Senior High Educational The student: - Investigates and prepares for entry into post-secondary studies (K) - Develops plan for balancing part-time work and school responsibilities (S) Personal/Social The student: - Reads about, discusses, and shares experiences in responding to change (A) - Anticipates change and identifies benefits and possible responses (A) - With peer, teacher and parent support, develops plan for coping with change (A)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

LEARNING EXPECTATION ③
a capacity to evaluate their own endeavors and continually strive to improve



SAMPLE GUIDANCE AND COUNSELLING
PROGRAM COMPETENCY
The student demonstrates successful transition to new levels of study and to employment.



Sample Chart

Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident
Indicators: Elementary Educational The student: - Demonstrates continuous progress with learning at each grade level (K/S/A) - Records and shares advice about succeeding with grade level study (S) - Learns and practices helpful study skills (S) - With parent and teacher support, develops plan for increasing success with learning (S)				
Indicators: Junior High Educational The student: - Identifies and discusses pressures on students entering junior high (K) - Anticipates and discusses ways to prepare for entry into high school (K) - Demonstrates continuous progress with learning at each grade level (K/S/A) - Learns and practices helpful study skills (K/S) - With parent and teacher support, develops plan for increasing success with learning (S)				
Indicators: Senior High Educational The student: - Identifies and discusses pressures on students entering high school (K) - Anticipates and discusses ways to prepare for entry into post-secondary studies (K) - Anticipates and discusses ways to prepare for entry into employment (K) - Reviews and practices helpful study skills (K/S) - With parent and teacher support, develops plan for increasing success with learning (S)				

(K) = Knowledge

(S) = Skill

(A) = Attitude

Additional Program Competencies and Specific Competency Statements

LEARNING EXPECTATION



SAMPLE GUIDANCE AND COUNSELLING PROGRAM COMPETENCY



Specific Competency Statements	Responsibility (Who, Where, When, How)	Checklist		
		In Place	Emerging	Not Evident

(K) = Knowledge

(S) = Skill

(A) = Attitude

Assessing Student Competencies

When you have decided which learning expectations you will emphasize in the guidance and counselling program, you can then plan how to assess students' achievement competencies. This step helps you to see how successful the school guidance and counselling program is, and provides a basis for shaping change and setting future directions.

Assessment always presents some major challenges. However, you should keep in mind that the entire school staff is responsible for the guidance and counselling program. Also, be sure to set assessment priorities, based on the results of your needs assessment.

Here is a suggested process for planning to assess the student competencies that are included in your Counselling Program Plan (CPP):

- Step 1. Decide to emphasize one learning expectation.
- Step 2. Decide to focus on one corresponding program competency.
- Step 3. Decide to focus on several corresponding specific competencies.
- Step 4. List the selected specific competencies, and for each one identify:
 - (a) who has responsibility for addressing it
 - (b) when it will be addressed
 - (c) how it will be addressed
 - (d) how it will be assessed.

For example, a K-12 school might make these choices:

- Step 1. **Learning Expectation:** the ability to manage time and other resources.
- Step 2. **Corresponding Program Competency:** The student develops a realistic and well informed plan for the future.

Step 3. **Specific Competencies**

Elementary students:

- Imagine what they will be doing in 15 years and describe what they must do to realize their dream.

Junior high students:

- Interview a person in a career or study program that interests them.

Senior high students:

- Identify career-relevant skills, interests, values and personal factors.

Step 4. **Addressing Specific Competencies**

- Elementary students imagine what they will be doing in 15 years and describe what they must do to realize their dream.

Responsibility	When	How	Assessment Strategy
Grade 5 teacher	March	Theme unit on "Future"	Take in written product and assess, using checklist

- Junior high students interview a person in a career or study program that interests them.

Responsibility	When	How	Assessment Strategy
Grade 9 language arts teacher	April-May	Theme Unit on "Decisions"	Hear oral report and assess, using rubric scale (see page 118)

- Senior high students identify career-relevant skills, interests, values and personal factors.

Responsibility	When	How	Assessment Strategy
CALM 20 teacher, with counsellor	November (Term 1) and April (Term 2)	Career planning unit	Take in four journal entries and assess, using anecdotal comments

The preceding process is appropriate for assessing the progress of classes or grade-level groups of students but not individual students. One-to-one competency coaching is part of the counsellor's role, but formally assessing growth in individuals would likely be too time consuming, considering the counsellor's workload.

When assessing growth in groups of students, schools should try to select assessment strategies that will also produce good data or information about each individual student's performance.

Assessment Strategies

A wide range of strategies can be used to assess students' competencies. These are some typical assessment strategies.

- **Closed checklists:** Teacher or counsellor checks off observed criteria in terms of yes/no/somewhat, or on a numerical scale.
- **Open checklists:** Teacher or counsellor checks off observed criteria and adds comments.
- **Rubrics:** (an assessment scale that defines the characteristics of high, middle and low performance): Teacher or counsellor checks off the level of performance.
- **Anecdotal records:** Teacher or counsellor makes notes regarding competencies observed as performance is reviewed.
- **Self-reporting questionnaire:** Students assess their own competencies.

- **Conferences:** Teacher or counsellor completes a summary form while reviewing competencies in one-to-one discussion with student.
- **Peer conference:** Fellow student completes a checklist or summary form after conducting an interview with the student regarding his or her performance.
- **Survey:** Students complete a survey that asks for their thoughts and feelings on a personal topic, such as self-esteem.
- **Friday folders:** Students keep a weekly journal to monitor a particular aspect of themselves or their lives; for example, time management or anger control.
- **Learning journals:** Students make regular entries that show their thoughts, feelings and level of understanding with respect to their learning.
- **Portfolios:** Students track their own learning and periodically reflect on their progress.
- **Student-led conferences:** In a meeting with parents and teacher/counsellor, the student explains personal and academic progress.

In many instances, the classroom teacher will be responsible for addressing a specific competency. In such cases, who chooses the most appropriate assessment strategy? The counsellor may or may not be involved, but might request an opportunity to discuss results with the teacher or to review the resulting demonstrations of competency.

All assessment activities undertaken by school staff members must clearly reflect the ethical standards of behavior outlined in Appendix B. This is critical when assessing student competencies using the educational, personal/social and career assessment instruments included in Appendices I, J and K.

Sample Planning Sheet

_____ **School Guidance and Counselling Program**

Focus on Student Competencies

School Year: _____

(1) Learning expectation to be emphasized:

(2) Program competency to be focused on:

(3) Specific student competencies to be focused on:

Division: _____

Competency: _____

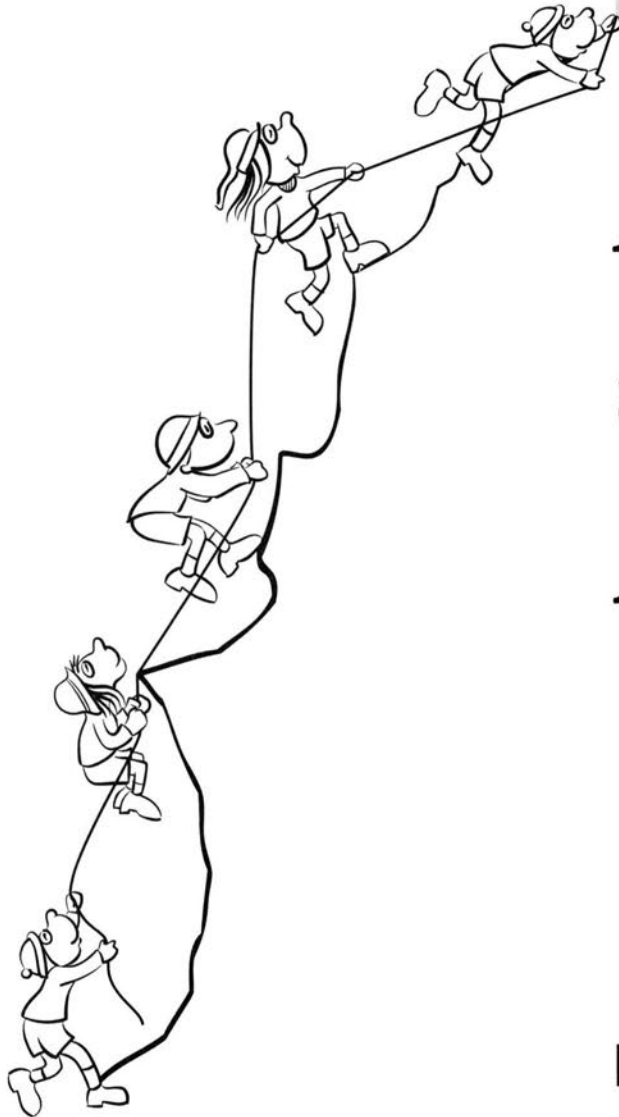
Responsibility	When	How	Assessment Strategy

Note. Part 6 provides a planning tool for establishing a competency-based approach to meeting the needs of students through a comprehensive guidance and counselling program. The assessment strategies described here are for assessing student competencies. Other sections of this manual, such as Part 7, and the appendices, provide specific strategies for assessing the Counselling Program Plan and for assessing consumer satisfaction.

P A R T

7

Career
Personal/
Social
Educational



Assessment and Accountability



Contents	Page
----------	------

Part 7: Assessment and Accountability	
--	--

Overview.....	123
A Rationale for Assessment and Accountability.....	124
A Comprehensive Assessment Framework.....	125
Structural Assessment of the Counselling Program Plan.....	126
Assessment of Student Competencies.....	126
Assessment of School Community Satisfaction.....	126
A Comprehensive Assessment Framework.....	127
Reporting Assessment Results.....	129
Assessing And Reporting The Effects of Counselling Interventions.....	130

PART 7: ASSESSMENT AND ACCOUNTABILITY

The Guidance Counsellor:

Disciplinarian of the wayward.

Commander of a way station for the troubled.

Consultant for the post-secondary bound.

Harried, isolated, understaffed, overwhelmed with paperwork

— Mendel & Lincoln, 1991

This section provides ideas and strategies for assessing a comprehensive guidance and counselling program.

Overview

Over the past 25 years, guidance and counselling programs have been institutionalized through the position of the school counsellor. Often, the school counsellor has had primary, if not exclusive, responsibility for delivering guidance and counselling programs and services. And frequently school counsellors have failed to engage in systematic assessments of their services and programs. This has happened for many different reasons.

Counsellors may:

- be busy meeting daily demands
- feel confident that they are working hard and effectively
- be unsure about how to plan, implement and report assessment activities
- lack appropriate role models for conducting ongoing assessment activities
- prefer working with people and have either an antipathy for collecting data or a lack of training for doing so
- have a guidance and counselling program that operates without clearly stated goals and objectives.

As schools begin to build comprehensive school guidance and counselling programs, program assessment and accountability are critical. This section of the planning and resource guide is based on three important assumptions:

1. Assessment and accountability are a shared responsibility of the school council and school staff members, including the school counsellor (a team approach).
2. Assessment results are understandable to students, parents and school staff. Assessments need not involve sophisticated statistical procedures and complex research techniques. Care in planning, organizing and conducting assessments is necessary, but advanced graduate courses in research design and statistics are not prerequisites for valid and useful assessments.
3. Program assessment is pro-active rather than reactive. Pro-active assessment approaches help school counsellors to become convincing advocates for guidance and counselling programs and, in effect, to enhance their professional services.

A Rationale For Assessment And Accountability

Assessment and accountability, activities and reports serve the following purposes:

- to determine students' needs for guidance and counselling programs and services
- to determine what kinds of support teachers need (e.g., consultation about individual students, communication skills for conducting effective parent conferences, interpretation of assessment data)
- to ascertain the needs of parents are (e.g., workshops on parenting, student-focused conferences on learning and behavioral issues)
- to persuade administrative decision makers of the need for changes in program emphases and the school counsellors' responsibilities
- to help the counsellor take a more informed look of his/her activities

- to determine the effectiveness of specific program components (identifying strengths and areas needing improvement) in order to make decisions about which activities to continue and which activities should be changed
- to improve services to students and their families
- to assist all stakeholders in understanding the benefits of the current program.

As skilled and often influential communicators, school counsellors are ideally suited to inform key school community members about the purposes, activities and accomplishments of the Counselling Program Plan (CPP). Moving the vision of comprehensive guidance and counselling programs towards reality presents school counsellors with both a unique opportunity and a responsibility to take a leadership role in program assessment. If counsellors choose not to accept this challenge, they risk having others who know less about the CPP impose assessment and accountability systems that are inherently unfavorable and inaccurate.

A Comprehensive Assessment Framework

As most school counsellors realize, a comprehensive program assessment can increase efficiency and effectiveness. Thoughtful planning is needed to ensure that the assessment of a school guidance and counselling program provides information that is relevant to its defined purposes.

Figure 6 illustrates a comprehensive assessment framework that encompasses three major areas:

- structural assessment of the Counselling Program Plan
- assessment of student competencies
- assessment of school community satisfaction.

This framework affirms that a series of both internal and external considerations contribute to a successful assessment plan, process and reporting format. Improving the school guidance and counselling program is the ultimate goal of the assessment process.

Structural Assessment Of The Counselling Program Plan

The first step in the assessment of a comprehensive guidance and counselling program is to determine if the actual program, its specific structural components and the CPP are in place. Part 5 of this resource and planning guide provides direction on how to conduct a structural assessment of the CPP, with sample assessment strategies and instruments. After identifying program strengths and weaknesses, staff can make changes both while a program is being implemented and following its completion.

Assessment Of Student Competencies

Assessment of student competencies helps to determine whether students have mastered specific skill, knowledge and attitude competencies in the educational, personal/social and career domains. Part 6 explains how to assess specific student competencies and presents a wide array of both formal and informal assessment strategies for achieving this goal.

Assessment Of School Community Satisfaction

School counsellors need to know how to identify the members of their school community, what to ask them and how to acquire relevant information that can be used to assess their satisfaction. Individuals who are served both directly and indirectly should be viewed as consumers. Surveys should be given to individuals with opinions about the guidance and counselling programs and services offered by the school, even if they are not direct service recipients.

School counsellors need to be able to identify professional goals that can be assessed objectively. Some goals are predetermined by students, parents, administrators and teachers. Some goals are determined by the school counsellor in advance (e.g., preventative programs), while others are set after activities are underway (e.g., individual counselling). Some goals are negotiated through the school council. Realizing that all their activities are goal-directed is the first step that school counsellors must take in the process of assessment.

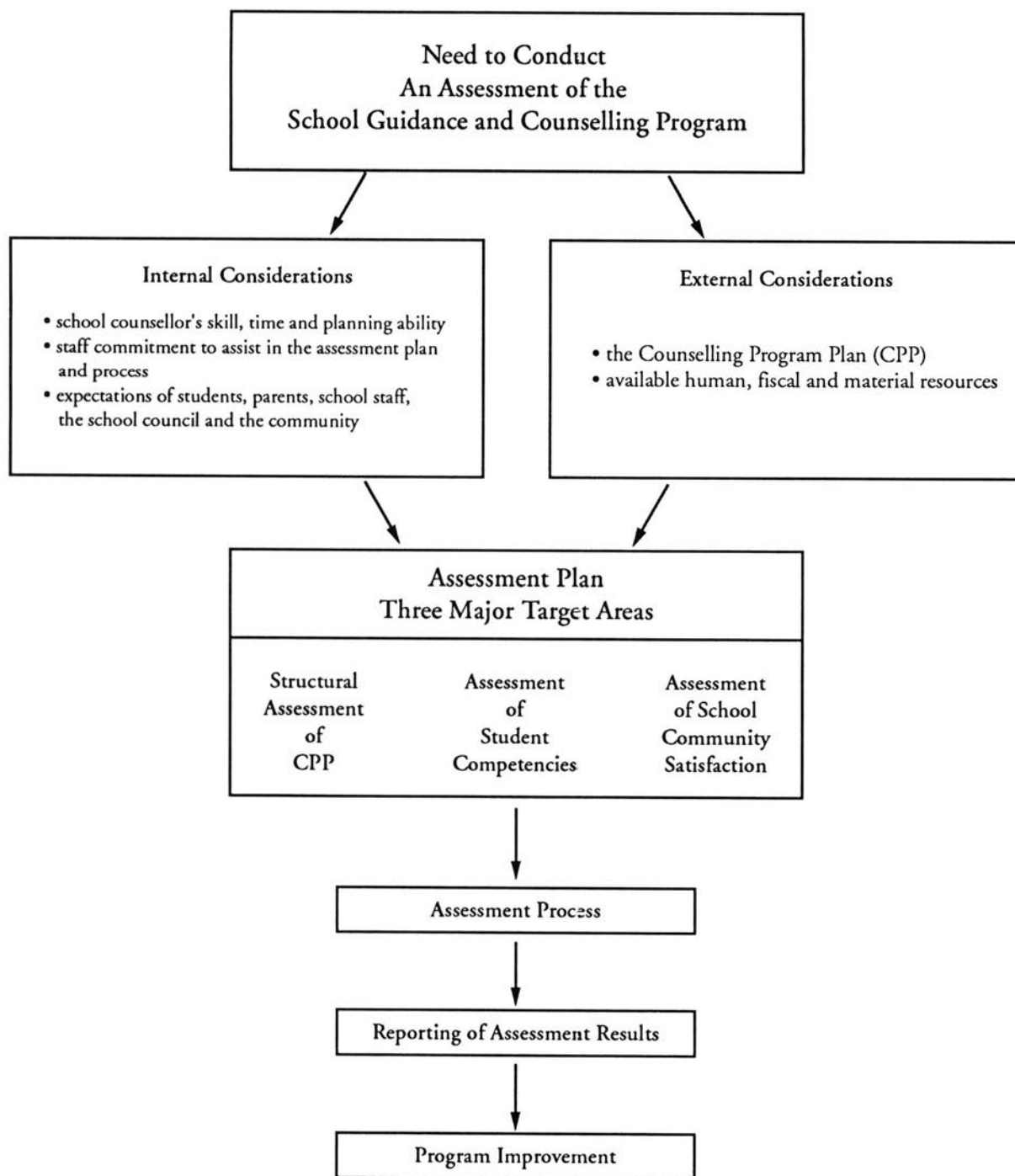


Figure 7:
A Comprehensive Assessment Framework

Next, school counsellors need to identify specific strategies for measuring whether or not goals have been achieved. These measures can be used to determine intermediate and final intervention effects of the counsellor's activities.

Some common assessment strategies include:

- informal, unobtrusive observation of participants during staff and school council meetings, classroom activities and professional development activities focused on the discussion of guidance and counselling-related issues

Do participants express positive feelings toward program services and activities?

- counting the number of contacts with the school counsellor initiated by students, parents and school staff members through formal referrals for counselling, consultation or coordination services and through informal requests for assistance

Is the school counsellor in "high demand" by consumers? Is there often a waiting list to receive various services?

- assessing the level of participation in guidance and counselling program activities by students, parents and school staff members

Are activities, such as the Peer Support Program, the annual Career Fair and the community mentors program strongly supported by the appropriate consumer groups?

- setting up focus groups to receive direct feedback on guidance and counselling programs and services
- conducting structured interviews
- designing and administering surveys of consumer satisfaction.

Structured interviews and surveys must be clearly tied to the goals and objectives of the school's guidance and counselling program. Survey questions must reflect those goals and

objectives. Having goals and objectives that are stated in measurable terms will help the surveyors design open-ended or specific questions that are appropriate and scientifically sound.

Kelly and Ferguson (1984) recommend the following steps in developing surveys:

- determine what you want to know
- develop survey items, paying close attention to language levels
- have the items reviewed by colleagues, change the items as necessary, then pilot-test them with a small sample group to determine their adequacy
- prepare a written overview of the survey and its purpose.

Overall, the key principle is that surveys should contain questions that elicit relevant information, and the questions should be constructed and phrased so that people understand them. Accomplishing this requires direct involvement of those who know the relevant information. The school council can be an excellent reference group in this regard. A number of structured interview and survey formats have been included in Appendix L.

Reporting Assessment Results

Since the ultimate purpose of assessing a guidance and counselling program is to determine the extent to which the program has served the school community, key decision makers such as the school council must be involved at the outset. Council members can become aware of the intentions of the assessment plan and obtain the information they need to respond to the results. Shared expectations can then be formed.

The act of collecting assessment information, although important, is not sufficient in and of itself. Assessment information has to be shared with others, understood and interpreted. Therefore, the counsellor needs to be capable of translating assessment data into meaningful accountability information. The counsellor must be able to implement understandable and informative data-reporting systems.

These guidelines are commonly used to design a guidance and counselling data-reporting system:

- Information is summarized and organized systematically.
- Presentation is clear, concise and understandable to lay-persons.
- Reports are as brief as possible, without omitting valuable information.

Assessing And Reporting The Effects Of Counselling Interventions

The following example illustrates how steps taken to assess consumer satisfaction can be followed up by changes in counselling duties.

Assessment Stage

1. The school counsellor makes a list of current activities associated with the program goals enunciated in the Counselling Program Plan (CPP).
2. The counsellor keeps records of how often the activities are performed and how much time is devoted to each of them. The enumerative data is recorded as hours-per-activity (e.g., individual counselling = 5 hours per week; scheduling/course changes = 15 hours per week).

Accountability Stage

3. The counsellor collects enumerative data indicating how much of the counsellor's time was devoted to each activity.
4. In this example, the amount of time spent on scheduling was three times as much as that devoted to individual counselling. A judgment about whether this expenditure of time is reasonable has to be based on a variety of factors. Questions they must answer include:

What is the relative importance of the individual counselling and scheduling/course changes functions? *If one is more important than the other, it seems that more time should be spent on it.*

What is being accomplished during the time devoted to each function?

Is the time spent on each function worth the outcomes being achieved? *Note that enumerative data do not provide qualitative information. Data that answers questions such as "How much?" or "How many?" are quantitative and objective and are not qualitative unless outcome goals have been determined. Therefore, enumerative data cannot be used to provide qualitative information unless accompanied by consumer satisfaction data.*

5. To illustrate this point, let us assume that school community satisfaction data are reported for each student who receives individual counselling and scheduling/course change assistance, as follows:

In the five hours devoted to individual counselling, two students made decisions that they were satisfied with, one received needed support for anxieties associated with enrolling in a new school, and two clients thought the counsellor understood them well enough to make appointments for follow-up interviews.

In the 15 hours devoted to scheduling/course changes, ten schedules were changed as requested, three could not be changed as requested, but alternative courses were determined, and two remained unchanged.

6. The combined enumerative and school community satisfaction data provide information about how much time was used and what goals were accomplished. The addition of school community satisfaction data may help to complete the picture when trying to determine the time-effectiveness of the counsellor's activities.

Using information from the school's guidance and counselling needs survey, individual counselling was ranked by students, parents and school staff as the most important counselling activity. The same groups ranked scheduling/course changes tenth out of ten activities.

7. The school council analyses all this information. These are some of their thoughts:

The amount of time devoted to the lowest-ranked activity was three times as much as that devoted to the highest-ranked activity.

The achievements associated with individual counselling seemed more clear and important than those associated with scheduling/course changes.

Therefore, it appears that the counsellor's time is not being used effectively.

In this example, an assessment of school community satisfaction and the strategic reporting of the assessment results suggest that a change in the CPP priorities is in order.

P A R T

8



Summary



Contents	Page
----------	------

Part 8: Summary

Current and Future Trends Affecting Students.....	134
Building A Comprehensive Program.....	135
Implementation Plan.....	136
Power of the Program (POP) Implementation Scale.....	139

PART 8: SUMMARY

I do not know what your destiny will be, but this I do know, the only ones among you who will be truly happy are those who will have sought for and found a way to serve.

— Albert Einstein

Current and Future Trends Affecting Students

This resource and planning guide, which is based on a thorough and thoughtful review of current best practices in guidance and counselling across North America, is intended to assist schools in effectively addressing current and future trends including:

Diminished Resources: Fewer human and fiscal resources are available, during a time when the demonstrated needs of students are escalating. The result is an increasing demand for higher levels of accountability.

A Sense of Hopelessness: Many young people are unsure whether their educational and career goals are still attainable because society is facing some very uncertain economic times.

Increased Levels of Parental Involvement in Education: Parents are, and will continue to become, front-line collaborators with school staff in the governance, planning and implementation of educational programs.

The Divisive Economic Wedge: As a result of poverty, a growing percentage of students are, and will continue to, suffer from poor nutrition, lack of appropriate care and other deficiencies that are inhibiting their education, development and opportunities.

Information and Technology: The volume of information doubles every six months. This information explosion, combined with ever-changing technology is having a continuous effect on communications and how people learn, work and live, now and in the foreseeable future.

The Changing Nature of Work: Effective career counselling will be a combination of the integration of the principles of career development into all subject areas through day to day teaching/learning activities as well as specific career counselling. School-based career counselling courses will be delivered via a variety of models.

School-Based Delivery Of Community Services: There is movement toward a 12-month, extended hours, “full service” school that is more closely aligned with the community. There is a trend toward schools becoming central units of communication and education, much as they were in many communities at the beginning of the 20th century. Schools are again helping citizens to address and solve local issues.

Increased Loneliness: As society relies more on automation and the use of distance education technology increases, there may be fewer opportunities for social interaction in the future.

Changing Family Structures: Many students do not live in “traditional” families. This trend is having a significant impact on the type and availability of family supports available to them.

Violence in Schools: A growing number of students are resorting to violent force as a means of addressing their personal and social conflicts and problems. Fights, assaults and suicides will likely continue to be all too common among the students of tomorrow. Simply setting policies that punish students for possessing weapons and fighting in school is not the answer. Schools must continue to teach students to avoid hostility by dealing with feelings of anger and frustration, by cooperatively solving problems and by demonstrating appropriate levels of assertiveness.

Building A Comprehensive Program

Each school’s comprehensive guidance and counselling program must address the above-noted trends through a dynamic and evolving service delivery model. The future role of the school counsellor must reflect this changing landscape.

The counsellor:

- is an educator who has responsibility for promoting the educational, personal/social and career growth and development of all students
- is a counsellor, consultant and coordinator who serves as a liaison between identified student needs and available resources
- has a key leadership role in the school community regarding the design, implementation and assessment of a comprehensive, competency-based guidance and counselling program.

Schools in Alberta will need to re-engineer their guidance and counselling programs, using imagination and ingenuity, to address the needs of students today and in the future. This guide provides direction for building comprehensive programs, but it is not a prescription. Schools cannot all follow the same course. They must accommodate locally identified needs and use the resources they have available.

As schools staff build their own comprehensive guidance and counselling programs, they are invited and encouraged to consult with appropriate community agencies and to actively seek a mentor who has specialized expertise in guidance and counselling issues.

Building a comprehensive guidance and counselling program takes time — possibly several years. It requires a total school community commitment to reconfiguring the current position-focused counselling service model into a strong, viable program.

Following is an example of one school's implementation plan.

Implementation Plan

Year One

Building A Foundation For Change

Complete the "Comprehensive School Guidance And Counselling Program: Power of the Program Implementation Scale" (See page 134). This process will provide baseline data in the areas of program planning, communication, assessment and counsellor competencies. This data will help school staff to identify areas of strength and areas that require further growth and development.

Getting Organized

- _____ Decide that you want to change
- _____ Understand the necessary conditions for effective change
- _____ Expect resistance to change
- _____ Appreciate the challenges involved
- _____ Continue to build trust among members of the school community
- _____ Establish leadership for change
- _____ Describe a comprehensive school guidance and counselling program to the school community
- _____ Make a school commitment to build a comprehensive school guidance and counselling program
- _____ Form and convene a subcommittee of the school council to address guidance and counselling.

Use resources such as those available in Appendix L to:

- _____ Identify current resource availability and use, including counsellor time use
- _____ Identify current guidance and counselling activities
- _____ Identify who is served by the current program
- _____ Gather informal school community perceptions about the program
- _____ Begin to prepare a brief report describing the current program

Year Two

Planning And Making The Transition From Position To Program

- _____ Present a brief report describing the Year One program to the school community
- _____ Using this report, design and implement an initial Counselling Program Plan (CPP)

- _____ Use specific record-keeping strategies to track counselling program time and activities (examples in Appendix L)
- _____ Conduct an informal mid-year review of the CPP, using some of the assessment instruments included in this planning and resource guide (Appendices L and M)
- _____ Adjust and monitor the CPP in response to results of the mid-year review
- _____ Complete the “Power Of the Program Implementation Scale” to measure progress in building a comprehensive program
- _____ Prepare and present a review report to the school community on the Year Two CPP

Year Three

Assessing The CPP and Ensuring Program Accountability

- _____ Design and implement the CPP
- _____ Prepare a CPP assessment plan
- _____ Collect relevant assessment data in each of the three major target areas (See Part 7)
- _____ Report assessment results to members of the school community
- _____ Reconfigure the CPP to reflect assessment results
- _____ Complete the “Power Of the Program implementation Scale” to measure progress since Year Two

Year Four/Five

- _____ Continue to seek program improvement.

Comprehensive School Guidance And Counselling Program

POWER OF THE PROGRAM (POP) IMPLEMENTATION SCALE

Date: _____

Name: _____

Position: _____

School: _____

DESCRIPTION:

The POP Implementation Scale has been designed to enable schools to determine the extent to which they have implemented their comprehensive guidance and counselling program. This scale yields an “Overall Program Implementation Score (OPIS)” that combines information about four program components: planning, communicating, assessment and counsellor competencies.

DIRECTIONS

The school administrator, as chairperson of the school council, and each school counsellor should first complete this form independently. Then, they should meet to compare their results and begin work on program planning, implementation and assessment, and the upgrading of professional skills.

1. Read each of the items listed below and shade in the appropriate box to the left of each item.
2. Calculate the total score for each of the four components of the scale.
3.
 - a) Transfer the total scores for each component to the Scoring Summary Sheet.
 - b) Calculate the total program score and multiply by the Individual Counsellor Time Allocation to obtain an Overall Program Implementation Score (OPIS).
 - c) Plot scores for each component on the Program Implementation Profile.
4. Complete the Action Plan in the “Planning For The Future” section.

**PART I: PLANNING A COMPREHENSIVE COUNSELLING
PROGRAM PLAN (CPP)**

PLANNING ACTIVITIES		In Place	Not In Place At This Time
1.	A subcommittee of the school council has been established which includes representation from the various stakeholders.	☐	☐
2.	The needs of the school community have been assessed.	☐	☐
3.	The identified needs have been categorized according to grade or division.	☐	☐
4.	The needs are stated according to assigned priorities.	☐	☐
5.	Resources (human, material, financial, time, community) have been determined.	☐	☐
6.	There is a statement of guiding principles.	☐	☐
7.	Expectations have been defined regarding both guidance and counselling functions.	☐	☐
8.	Expectations include all students and each domain (educational growth and development, personal/social growth and development, and career growth and development).	☐	☐
9.	There is a year-plan of scheduled activities.	☐	☐
10.	Learning expectations from Alberta Education have been developed for implementation as part of the CPP.	☐	☐
11.	Different strategies and roles have been considered in planning how to address needs and meet expectations.	☐	☐
12.	The CPP incorporates both short-term and long-term goals.	☐	☐
13.	There is a written plan to communicate and market the CPP to all members of the school community.	☐	☐
14.	The CPP includes considerations for record keeping, scheduling and adapting to change.	☐	☐
15.	The CPP includes a plan for assessing programs and services.	☐	☐
PART I: TOTAL SCORE _____→		<u>15</u>	

PART II: COMMUNICATING THE CPP

COMMUNICATING ACTIVITIES	In Place	Not In Place At This Time
1. Representatives of key stakeholder groups have been invited to become involved in a guidance and counselling subcommittee of the school council.	☐	☐
2. Copies of the CPP are available and accessible to all members of the school community.	☐	☐
3. Collaboration and openness are encouraged, within ethical guidelines, during each stage of the development, implementation and assessment of the CPP.	☐	☐
4. CPP presentations to groups of students.	☐	☐
5. CPP presentations to school staff.	☐	☐
6. CPP presentations to parents and the school council.	☐	☐
7. CPP presentations to community agencies and groups.	☐	☐
8. Results of various programs and services offered through the CPP are shared with all interested groups.	☐	☐
9. The guidance and counselling program is directly linked to the mission of the school and demonstrates a high level of visibility, professional commitment, expertise and service.	☐	☐
10. The counsellor presents inservice training and workshops to staff, parents and community groups, and serves as a model of physical and emotional wellness.	☐	☐
11. The counsellor informs, educates and enlightens school community members by regularly including information about the CPP in school newsletters and brochures.	☐	☐
12. There are special student activities and events, such as career days and "step-up" days for students who will be entering or leaving the school the following year.	☐	☐
13. CPP program activities have been described to members of the media.	☐	☐
14. Visual displays are prepared, with key information and messages relevant to the guidance and counselling program, such as attractive bulletin boards that focus on developmental and preventative guidance themes.	☐	☐
15. Articles have been written for local, provincial and national newspapers, magazines and professional journals.	☐	☐
PART II: TOTAL SCORE: _____ →	15	

PART III: ASSESSING THE CPP

ASSESSMENT ACTIVITIES	In Place	Not In Place At This Time
1. The CPP Assessment Plan includes:		
(a) a student assessment of the CPP	☐	☐
(b) an assessment of student competencies	☐	☐
(c) an assessment of stakeholder satisfaction.	☐	☐
2. Assessment data is collected through:		
(a) a record of guidance programs implemented	☐	☐
(b) an individual counselling log	☐	☐
(c) a small group counselling log	☐	☐
(d) a collaborative log	☐	☐
(e) a counsellor contact log (individual)	☐	☐
(f) a counsellor contact log (collaborative)	☐	☐
(g) structured interviews	☐	☐
(h) structured implementation surveys with:		
(i) students	☐	☐
(ii) parents	☐	☐
(iii) teachers	☐	☐
(iv) administrators	☐	☐
(i) educational guidance assessment instruments	☐	☐
(j) personal/social guidance assessment instruments	☐	☐
(k) career guidance assessment instruments	☐	☐
(l) formal, norm-referenced assessment instruments.	☐	☐
3. Other staff members contribute to the assessment of the comprehensive guidance and counselling program plan.	☐	☐
4. Assessments results are shared with:	☐	☐
(a) school administrators	☐	☐
(b) the school council	☐	☐
(c) school staff	☐	☐
(d) parents	☐	☐
(e) students	☐	☐
(f) appropriate central office staff.	☐	☐
PART III: COMPONENT SCORE _____ →	<u>25</u>	

PART IV: IDENTIFYING THE SCHOOL COUNSELLOR'S COMPETENCIES

SKILLS	In Place	Not In Place At This Time
The school counsellor demonstrates skills in:		
1. classroom instruction in human development areas	☐	☐
2. working with other members of the school community to establish a comprehensive school guidance and counselling program, as enunciated in a CPP	☐	☐
3. assessing students needs	☐	☐
4. identifying and accessing school and community-based resources	☐	☐
5. individual and group counselling	☐	☐
6. consulting with students, parents, school staff members and key individuals and agencies in the school community	☐	☐
7. coordinating various school and school-community programs and services	☐	☐
8. classroom motivation	☐	☐
9. expressive and receptive communication	☐	☐
10. educational counselling	☐	☐
11. career counselling	☐	☐
12. identifying and making appropriate referrals	☐	☐
13. administering and interpreting ability, achievement, interest and aptitude tests, consistent with the standards developed by Alberta Education	☐	☐
14. legal and ethical decision-making	☐	☐
15. building supportive, inviting school climates for students and staff	☐	☐
16. planning and conducting staff development activities	☐	☐
17. assessing the strengths of the school's guidance and counselling program	☐	☐
18. mediation and negotiation	☐	☐
19. using computers to keep records and work efficiently	☐	☐
20. crisis intervention strategies.	☐	☐
The school counsellor demonstrates unique skills in working with special needs students through:		
21. strong advocacy	☐	☐
22. providing support to parents	☐	☐
23. identifying and referring students to community agencies	☐	☐
24. providing individual counselling	☐	☐
25. helping students make the transition from school to school, or from school to a work setting	☐	☐
26. teaching self-advocacy skills, such as assertiveness, social skills, decision making and independence	☐	☐
27. helping to prepare a realistic growth and development plan for each student.	☐	☐

KNOWLEDGE	In Place	Not In Place At This Time
The school counsellor demonstrates appropriate knowledge about:		
28. human development theories and concepts	☐	☐
29. individual counselling theories and strategies	☐	☐
30. behavioral theory, program strategies and interventions	☐	☐
31. characteristics of students with exceptional needs	☐	☐
32. curriculum in human development areas (e.g., self-esteem, conflict management, career planning, anger management)	☐	☐
33. consultation theories and techniques	☐	☐
34. appropriate resources in the school and the community	☐	☐
35. group counselling theories and techniques	☐	☐
36. career exploration and decision-making theories and techniques	☐	☐
37. learning and motivation theories	☐	☐
38. the effect of societal influences on individual growth, development and behavior	☐	☐
39. assessment processes and strategies	☐	☐
40. family counselling theories and techniques	☐	☐
41. ethical and legal issues related to counselling.	☐	☐

PROFESSIONAL ATTITUDES	In Place	Not In Place At This Time
The school counsellor:		
42. has adopted a set of professional ethics to guide his/her practice and interactions with students, parents, staff members and members of the community	☐	☐
43. advocates for appropriate programs and services for students	☐	☐
44. conducts self-assessments on a regular basis to determine individual strengths and areas that need improvement	☐	☐
45. develops a plan of personal and professional growth and wellness.	☐	☐
PART IV: TOTAL SCORE _____→	<u>45</u>	

SCORING SUMMARY SHEET

INVENTORY OF PROGRAM COMPONENTS

Part I (Planning Activities) Total Score:

☐/15

Part II (Communicating Activities) Total Score:

☐/15

Part III (Assessment Activities) Total Score:

☐/25

Part IV (Counsellor Competencies) Total Score:

☐/45

Total Program Score:

☐/100

Individual Counsellor Time Allocation
In Full-Time Equivalent (FTE) x

☐

OVERALL PROGRAM IMPLEMENTATION SCORE (OPIS)

☐

PROGRAM IMPLEMENTATION PROFILE

15	15	25	45
		24	44
14	14	23	43
		22	42
13	13	21	41
		20	40
12	12	19	39
		18	38
11	11	17	37
		16	36
10	10	15	35
		14	34
9	9	13	33
		12	32
8	8	11	31
		10	30
7	7	9	29
		8	28
6	6	7	27
		6	26
5	5	5	25
		4	24
4	4	3	23
		2	22
3	3	1	21
		0	20
2	2		19
			18
1	1		17
			16
0	0		15
			14
			13
			12
			11
			10
			9
			8
			7
			6
			5
			4
			3
			2
			1
			0
Part I Planning A Comprehensive Program Plan (CPP)	Part II Communicating The CPP	Part III Assessing The CPP	Part IV Identifying the School Counsellor's Competencies

Planning For The Future

Part I (Program Planning)

_____ I am pleased with our rating in this area.

_____ I think this area requires attention, but is not a high priority for immediate action at this time.

_____ I think this area is a high priority for immediate action at this time.

Action Plan:

Part II (Communicating the CPP)

_____ I am pleased with our rating in this area.

_____ I think this area requires attention, but is not a high priority for immediate action at this time.

_____ I think this area is a high priority for immediate action at this time.

Action Plan:

Part III (Assessing the CPP)

_____ I am pleased with our rating in this area.

_____ I think this area requires attention, but is not a high priority for immediate action at this time.

_____ I think this area is a high priority for immediate action at this time.

Action Plan:

Part IV (Identifying the School Counsellor's Competencies)

_____ I am pleased with our rating in this area.

_____ I think this area requires attention, but is not a high priority for immediate action at this time.

_____ I think this area is a high priority for immediate action at this time.

Action Plan:

REFERENCES

Alberta Education. Communication Branch. (1995). *Meeting the challenge II – three year business plan for Education 1995/96 – 1997/98*. Edmonton, AB: Alberta Education.

Alberta Education. Curriculum Branch. (Current Edition). *Guide to Education for ECS–Grade 9*. Edmonton, AB: Alberta Education.

Alberta Education. Curriculum Branch. (Current Edition). *Guide to Education for Senior High School..* Edmonton, AB: Alberta Education.

Alberta Education, Curriculum Branch. (Current Edition). *Program of studies: Elementary schools*. Edmonton, AB: Alberta Education.

Alberta Education, Curriculum Branch. (Current Edition). *Program of studies: Junior High Schools*. Edmonton, AB: Alberta Education.

Alberta Education, Curriculum Branch. (Current Edition). *Program of studies: Senior High Schools*. Edmonton, AB: Alberta Education.

Alberta Education. Education Response Centre. (1992). *Teacher alert system*. Edmonton, AB: Alberta Education.

Alberta Education. Special Education Branch. (1994a). *Creating a positive place called school*. Edmonton, AB: Edmonton.

Alberta Education. Special Education Branch. (1994 b). *Moving to the future: outcome-based comprehensive guidance and counselling in Alberta schools*. Edmonton, AB: Alberta Education.

Alberta Education. Special Education Branch. (1994 c). *Standards for psycho-educational assessment*. Edmonton, AB: Alberta Education.

Alberta Education. Student Programs and Evaluation Division. (1995). *School councils handbook: meaningful involvement for the school community*. Edmonton, AB: Alberta Education

- Dryfoos, J. (1994). *Full-service schools*. San Francisco, CA: Jossey-Bass Publishers.
- Kelly, F.R. & Ferguson, D.G. (1984). Elementary school guidance needs assessment: a field-tested model. *Elementary School Guidance and Counselling*. 18(3), 176–180.
- Mendel, R.A. & Lincoln, C.A. (1991). *Guiding children to success: what schools and communities can do: Realizing America's hope*. Chapel Hill, N.C: South Carolina Educational Television Network.
- Rye, D. & Sparks, R. (1991). *Strengthening K-12 school counselling programs*. Muncie, IN: Accelerated Development Inc.
- Schmidt, J. (1993). *Counselling in schools*. Boston, MA: Allyn & Bacon.
- Toffler, A. (1981). *Learning for tomorrow*. New York, NY: Bantam.
- Wright, S. (1995). Counting her blessings - Golfer overcomes cancer, car crash to play game she loves. *The Edmonton Journal*. July 6, D. 6.

BIBLIOGRAPHY

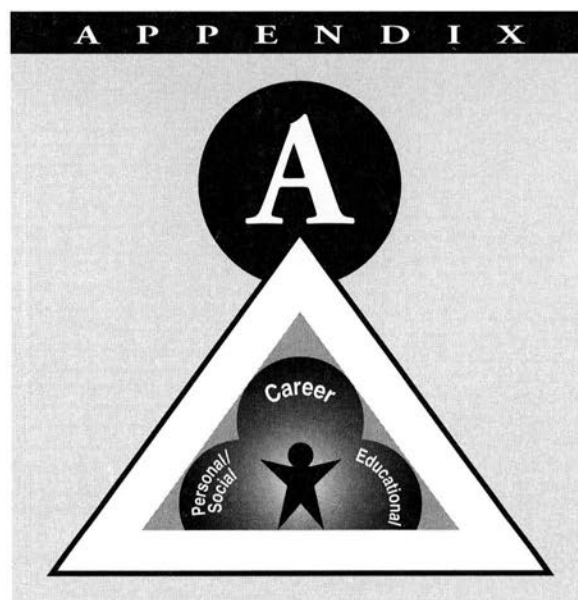
- Alberta Advanced Education and Career Development. (1994). *Partnerships in education*. Edmonton, AB: Alberta Advanced Education and Career Development.
- Alberta Education. Corporate and Fiscal Planning. (1990). *Educational quality indicators: inventory of assessment instruments*. Edmonton, AB: Alberta Education.
- Alberta Education. Education Response Centre. (1992). *Teacher intervention practices: (TIPS)*. Edmonton, AB: Alberta Education.
- Alberta Education. Special Education Branch. (1993). *The Art of working together*. Edmonton, AB: Alberta Education.
- Alberta Education. Special Education Branch. (1995). *Guide to education for students with special needs*. Edmonton, AB: Alberta Education.
- Alberta Education. Special Education Branch. (1994). *Promising assessment models and practices*. Edmonton, AB: Alberta Education.
- Alberta Education. Special Educational Services Branch. (1984). *Guidance and counselling services in Alberta schools*. Edmonton, AB: Alberta Education.
- American School Counselor Association. (1990). *Professional development guidelines for elementary school counsellors: a self-audit*. Alexandria, VA: American School Counselor Association.
- Beale, A. (1993). Contemporary counselling approaches: a review for the practitioner. *The School Counsellor*, 40 (3), 282–285.
- Bloom, B.S. (1984). The Search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41 (8), 4–18.
- Blum, D. & Jones, L.A. (1993). Academic growth group and mentoring program for potential dropouts. *The School Counsellor*, 40 (1), 207–217.

- Board of Directors of the Network for Outcome-Based Schools. (1991). The Criteria for outcome-based education. *Outcomes*, 10 (1), 5.
- Borders, L.D. & Drury, S.M. (1992). *Counselling programs: a guide to evaluation*. Newbury Park, CA: Corwin Press Inc.
- Coffman, S.G. (1988). Conflict-resolution strategy for adolescents with divorced parents. *The School Counsellor*, 36 (9), 61–65.
- Colorado Community College and Occupational Education System. (1991). *Colorado's success stories: a resource book to career development*. Denver, CO: Colorado Community College.
- Cronbach, L. J. (1970). *Essentials of psychological testing*. (3rd ed.). New York, NY: Harper Collins.
- Daniels, M.H. (1983). *Parents and peers: their importance in the career development process*. Carbondale, IL: Southern Illinois University.
- Delworth, U. & Hanson, G. *Student services: a handbook for the profession*. (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.
- Diez, M.E. & Moon, C.J. (1992). What do we want students to know?...and other important questions. *Educational Leadership*, 49 (8), 38–42.
- Dryfoos, J. (1994). *Full-service schools*. San Francisco, CA: Jossey-Bass Publishers.
- Dysinger, B. (1993). Conflict resolution for intermediate children. *The School Counsellor*, 40 (3), 301–308.
- Fitzpatrick, K.A. (1991). Restructuring to achieve outcomes of significance. *Educational Leadership*, 48 (8), 18–22.
- Fullan, M. G. & Miles, M.B. (1992). Getting reform right: what works and what doesn't. *Phi Delta Kappan*, 73 (10), 745–752.
- Gersein, M. & Lichtman, M. (1990). *The Best for our kids: exemplary elementary guidance & counselling programs*. Alexandria, VA: American School Counselor Association.

- Gibson, R. & Mitchell, M. & Basile, S. (1993). *Counselling in the elementary school*. Boston, MA: Allyn & Bacon.
- Government of Newfoundland and Labrador. Department of Education. School Services Division. (1988). *Guidelines for the development and delivery of guidance services*. St. John's, NF: Department of Education.
- Gysbers, N. C. (1992). Improving school guidance programs: a framework for programs, personnel, and results evaluation. *Journal of Counselling and Development*, 70, 565-570.
- Gysbers, N. C. (1994). From position to program. *Australian Journal of Career Development*, 3 (1), 18-22.
- Haack, M. (1993). *Guidance, counselling and psychological services study*. Beaverton, OR: Beaverton School District.
- Haack, M. (1994). Defining outcomes for guidance and counselling. *Educational Leadership*, 53 (3), 33-35.
- Hannerford, M.A. (1993). A Counsellor's task. In R. Gibson & M. Mitchell & S. Basile. *Counselling in the elementary school*. Boston, MA: Allyn & Bacon.
- Henderson, P. & LaForge, J. (1989). The Role of the middle school counsellor in teacher-advisor programs. *The School Counsellor*, 36 (5), 348-351.
- Kirst, M. (1991). Improving children's services: overcoming barriers, creating opportunities. *Phi Delta Kappan*, 4, 615-618.
- Kottler, J.A. & Kottler, E. (1993). *Teacher as counsellor*. Newbury Park, CA: Corwin Press Inc.
- Lester, J. N. & McCormac, M. E. (1987). The NOICC career guidance standards. *Vocational Education Journal*, 62 (6), 47-48.
- Levin, B. (1994). Rethinking resources in education. *Canadian Administrator*, 33 (4), 4-6.
- Manitoba Education and Training. (1991). *Guidelines for guidance services*. Winnipeg, MB: Manitoba Education & Training.

- Morey, R., Miller, C., Rosen, L. & Fulton, R. (1993). High school peer counseling: the relationship between student satisfaction and peer counsellors' style of helping. *The School Counsellor*, 40 (3), 293–300.
- Mustaine, B., LaFountain & Pappalardo, S. (1993). Some thoughts on the future of school counselling. *Guidance & Counselling*, 8 (4), 30–9.
- New Brunswick Department of Education. Student Services Branch. (1989). *Role of the elementary, junior and senior high school counsellor*. Fredericton, NB: Department of Education.
- Ontario Advisory Council On Disability Issues. (1995). *Children's issues: guidance forum, volume IV*. Toronto, ON: Publications Ontario.
- Parr, G. (1993). Educational reforms in Texas and their implications for school counsellors. *The School Counsellor*, 41 (9), 44–47.
- Paterson, J. G. & Janzen, H. L. (1993). School counselling in the social, political and educational context of Canada. *International Journal for the Advancement of Counselling*, 16, 151–168.
- Pitcher, G.D. & Pland, S. (1992). *Crisis intervention in the schools*. New York, NY: Guilford Press.
- Rye, D. & Sparks, R. (1991). *Strengthening K–12 school counselling programs*. Muncie, IN: Accelerated Development Inc.
- Schlechty, P.C. & Cole, R.W. (1992). Creating standard-bearer schools. *Educational Leadership*, 50 (3), 45–49.
- Schmidt, J. (1990). Critical issues for school counsellor performance appraisal and supervision. *The School Counsellor*, 38 (11), 86–93.
- Schmidt, J. (1993). *Counselling in schools*. Boston, MA: Allyn & Bacon.
- Sizer, T. R. (1991). No pain, no gain. *Educational Leadership*, 48 (8), 32–34.

- Snyder, B. & Daly, T. (1993). Restructuring guidance and counselling programs. *The School Counsellor*, 41 (9), 36–42.
- Spady, W. G. (1988). Organizing for results: the basis of authentic restructuring and reform. *Educational Leadership*, 46 (2), 4–8.
- Sugai, G.M. & Tindal, G.A. (1993). *Effective school consultation*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Toffler, A. (1981). *Learning for tomorrow*. New York, NY: Bantam.
- Vanzandt, C.E. & Hayslip, J. B. (1994). *Your comprehensive school guidance and counselling program*. New York, NY: Longman.
- Welch, I.D. & McCarroll, L. (1993). The Future role of school counsellors. *The School Counsellor*, 41 (9), 48–53.



Alberta Education's Policy, Guidelines and Procedures: Guidance and Counselling

ALBERTA EDUCATION'S POLICY, GUIDELINES & PROCEDURES:

Part 1 of 2

Policy 1.10.3

Education Programs and Services Guidance and Counselling

BACKGROUND

In 1981, The Report of the *Task Force on School Guidance and Counselling in Alberta* was released. It recommended that Alberta Education assume a role to ensure that adequate guidance and counselling services exist in all schools. A secondary education review, resulting in the document *Secondary Education in Alberta* was conducted by Alberta Education. In 1995 *From Position to Program: Building a Comprehensive School Guidance and Counselling Program: Planning and Resource Guide* was developed by Special Education Branch. Both documents support the provision of guidance and counselling services to all Alberta students. Alberta Education recognizes that each school jurisdiction is unique in its needs and its ability to respond to those needs. However, guidance and counselling services are viewed as an integral component of the school program.

POLICY

School boards should make guidance and counselling services available to all students as an integral part of school programs and services

STATUTE

School Act

Courses, programs, etc.

- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;...
 - (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Powers of boards

- 44 (1) A board must
- (a) establish policies respecting the provision of educational services and programs;...
- (2) A board may
- (a) subject to section 25 and the regulations, develop, acquire or offer courses or programs;
 - (a.1) subject to section 25 and the regulations, develop or acquire instructional materials for use in programs or in schools;...

Other sections:

- s.2 Limitations
- s.27 Resident student
- s.28 Responsibility to students

ADDITIONAL DEFINITIONS

In this policy,

- 1 "guidance and counselling" includes a variety of group oriented activities designed to enhance students' attitudes and values and refers to an individualized or small-group process that assists students with specific personal/social difficulties, and educational or career issues. Counselling services may be developmental, preventive or crisis-oriented.

PROCEDURES

- 1 School boards should provide guidance and counselling services for all students from Early Childhood Services (ECS) through grade 12.
- 2 School boards should develop written policies and procedures for the provision of guidance and counselling services which are consistent with provincial policy and procedures. Policies should include roles and responsibilities of counsellors.
- 3 School boards should employ professionally trained counsellors who have had successful teaching experience. For school which do not have a counsellor, the school board should ensure that guidance and counselling services are available to the students.
- 4 Guidance and counselling services provided by school boards should meet identified needs of students in three key areas:
 - (1) educational,
 - (2) personal/social, and
 - (3) career development.
- 5 School counsellors should coordinate community services with the school guidance and counselling program.
- 6 School counsellors or individuals providing guidance and counselling services in schools should respect the confidentiality of information received in accordance with professional ethics and the law.
- 7 School boards shall monitor and evaluate on a regular basis the performance of counsellors and the services relative to their role and program description, in accordance with their jurisdictions' evaluation policies.

REFERENCES

Please refer to the following for additional information:

Career Development Services for Alberta Students

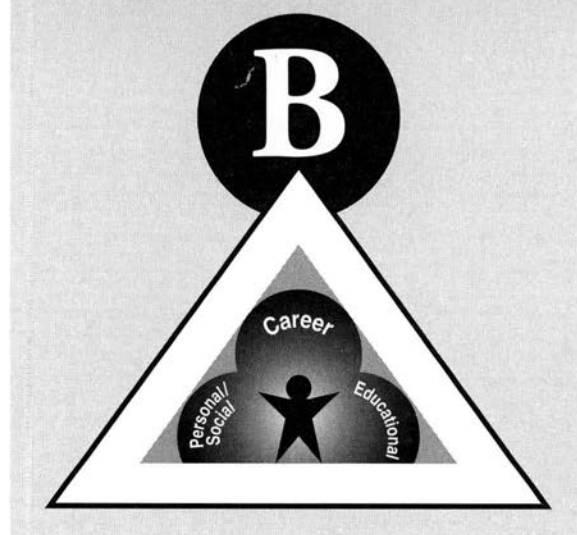
Creating a Positive Place Called School

From Position to Program: Building a Comprehensive School Guidance and Counselling Program: Planning and Resource Guide

Moving to the Future: Outcomes-Based Comprehensive Guidance and Counselling in Alberta Schools

Resources for Special Education and Guidance & Counselling: An Annotated List

See Section 7 for information on where the above document(s) may be obtained, and for Department/Branch addresses, phone and fax numbers.



Alberta Education's Standards for Psycho – Educational Assessment

The following information is an excerpt from *Standards For Psycho-Educational Assessment* (Alberta Education, 1994c, pp. 30—31). It is expected that school assessment activities undertaken by counsellors will clearly reflect these ethical standards of behavior.

Psycho-educational assessment can be a valuable tool to assist with program planning and placement decisions. As results of these tests potentially have significant impact and could be harmful to students if misused, it is essential that ethical principles and standards be respected and followed at the school and jurisdiction level.

STANDARDS FOR PSYCHO-EDUCATIONAL ASSESSMENTS

I. Responsible Caring

- STANDARD 1: Psycho-educational assessments are conducted by persons with the appropriate qualifications.
- STANDARD 2: A variety of valid and reliable instruments are used in the assessment process, including those assessing cognitive ability, achievement, personality and other pertinent areas.
- STANDARD 3: Psycho-educational assessments are conducted in comfortable, quiet settings by individuals who follow standardized procedures at a time when the student is physically and mentally prepared for testing.
- STANDARD 4: Assessment results are individually interpreted in the context of the student's background by the same individual who conducted the assessment.
- STANDARD 5: School personnel, parents and students (when appropriate) are provided with an understandable and useful interpretation of assessment results.

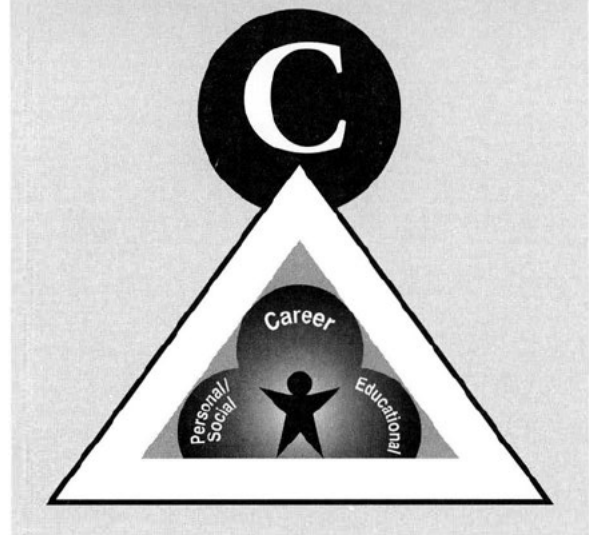
STANDARD 6: Recommendations, program modifications and plans for future programming are consistent with student needs as identified through assessment results and other information.

II. Respect for the Dignity of Persons

STANDARD 7: Written informed consent is obtained from parents (or legal guardians) before a psycho-educational assessment is conducted.

STANDARD 8: Assessment results are confidential and shared for professional purposes only.

STANDARD 9: Assessment reports are stored in student record portfolios in a locked area with restricted access.



Guidelines for Ethical Behavior

and Alberta Teachers'
Association Code
of Professional Conduct

GUIDELINES FOR ETHICAL BEHAVIOR

Preamble

One of the characteristics of counselling is the existence of guidelines for ethical behavior which assist counsellors in keeping their activities within the bounds of accepted standards of preparation and competence. The specification of ethical standards enables a specialist council to clarify, for its present and future members and to those served by its members, the nature of their professional and ethical responsibilities.

Therefore, these *Guidelines for Ethical Behavior* of the Guidance Council of The Alberta Teachers' Association are intended as a basis for the conduct of its members engaged in providing guidance and counselling services.

These members are involved in a wide range of activities and in a variety of work settings including education, government, industry and business. This reflects the diversity of the Council's interest and influence. This same diversity also creates complexities which must be addressed in setting standards for ethical conduct of Council members.

The *Guidelines for Ethical Behavior* are intended to inspire each member to engage in professional behavior of the highest order. The basic values underlying the *Guidelines for Ethical Behavior* are the dignity, liberty and integrity of the persons for whom or on whose behalf services are performed. Ethical principles and guidelines become meaningful only when they are interpreted in the light of these basic values and within the context of the circumstances in which they are applied.

SECTION A

General

1. The maintenance of high standards of professional competence is a responsibility which is shared by all Council members.
2. A member exerts appropriate influence to foster the development and improvement of the profession and continued professional growth throughout the member's career.

3. At all times, a member expects ethical behavior of all professional associates who are members of the Guidance Council of The Alberta Teachers' Association. The member is obligated, in situations where information is possessed raising serious doubts as to the ethical behavior of other members, to take action that is conducive to rectifying these conditions.
4. A member is obligated to be concerned with the degree to which guidance activities of non-members represent competent and ethical behavior. It is a member's responsibility to take appropriate action that is conducive to the rectification of unsatisfactory conditions.
5. A member does not seek self-enhancement by expressing evaluations or comparisons damaging to other professional workers.
6. A member does not claim or imply professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of qualifications by others.
7. A member providing services for personal remuneration, in establishing fees, ensures that fees are consonant with the profession and that they are in accord with charges made for comparable services by other professional persons.
8. Members, in providing information to the public or to subordinates, peers or superiors, have a clear responsibility to see that the information is accurate, unbiased and consists of factual, objective data. The information is presented in an ethical and professional manner.
9. A member ensures that evaluative information about clients is communicated only to other professionals who are also assisting the client and only upon the express consent of the client.
10. A member offers professional services only within the context of a professional relationship. These services may be provided only in a reciprocal or face-to-face relationship. Information services may be offered through the media.

11. Members, in seeking employment, accept only positions that they are qualified to assume. They should be aware of the established procedure of the employment setting and be prepared to comply with these practices or not accept employment if they are in disagreement.

SECTION B

Counsellor-Counsee Relationship

This section refers to individual and/or group counselling relationships.

1. A member's primary obligation is to respect the integrity and promote the welfare of the counsee(s) whether the counsee(s) is (are) assisted individually or in groups. In a group setting, the member-leader is also responsible for protecting the individuals from physical and/or psychological trauma resulting from interaction within the group.
2. The counselling relationship and information resulting therefrom must be kept confidential in a manner consistent with the obligations of the member as a professional person. In a group setting the member is expected to set a norm of confidentiality regarding all group participants' disclosures.
3. Records of the counselling relationship, including interview notes, test data, correspondence, tape recordings and other documents, are to be considered professional information for use in counselling and they are not part of the official records of the institution or agency in which the counsellor is employed. Revelation to others of counselling material should only occur upon the express consent of the counsee.
4. Data obtained from a counselling relationship for purposes of counsellor training or research is confined to only that content that will ensure that the identity of the counsee is protected.

5. The counsellor is informed of the conditions under which counselling assistance may be received at or before the time the counsellor enters such a relationship. Particular care is taken in the event that conditions exist about which the counsellor is not likely aware. In individual or group situations the member-leader is obligated to make clear the purposes, goals, techniques, rules of procedure, and any limitations that may affect the continuance of the relationship.
6. The member has the responsibility to screen prospective group participants. The member maintains an awareness of the group participants' compatibility throughout the length of the group.
7. The member reserves the right to consult with any other professionally competent person about the counsellor. In choosing professional consultants the worker avoids placing the consultant in a conflict of interest situation. If the identity of the counsellor is to be revealed, it is only done with the express consent of the counsellor.
8. A member declines to initiate or terminate a counselling relationship when the member cannot be of professional assistance to the counsellor either because of lack of competence or personal limitation. In such instances, the counsellor is referred to an appropriate (professional) specialist. If the counsellor declines the suggested referral, the member is not obligated to continue the relationship.
9. The member who asks or allows a counsellor to reveal personal information in the course of interviewing, testing or evaluation does so only after ascertaining that the counsellor or person responsible for the counsellor is fully aware of the purposes of the interview, testing or evaluation and of the ways in which the information may be used.

10. When a member learns through a counselling relationship of conditions which are likely to harm others, the member is expected to report the condition to an appropriate responsible authority. If the information has been received in confidence, the member reveals the identity of the counsellee only when there is clear and imminent danger to an individual or to society and then only to an appropriate professional worker or public authority.
11. If counsellees indicate that they are intending to harm themselves, then the member is expected to take direct personal action to inform responsible authorities. The member consults with other professionals and only assumes responsibility for the counsellee's action after careful deliberation.
12. The member takes into account and shows prudential regard for the social codes and moral expectations of the community within which the member works.
13. A member does not begin a counselling relationship with an individual who is receiving counselling from another professional person until that other professional has been contacted and approval has been obtained. If after entering a counselling relationship the member discovers the counsellee is already in a counselling relationship with another professional person, the member gains the consent of the other professional to continue the relationship or to terminate the relationship, unless the counsellee chooses to terminate the other relationship.
14. Should a member be engaged in a work setting which calls for any variation from the above principles, the member ensures that such variations are justifiable under the conditions and that they are clearly specified and made known to all concerned with such counselling services.

SECTION C

Measurement and Evaluation

1. Members recognize the limits of their competence and do not offer services, administer tests or use techniques which are beyond their preparation and competence or which fail to meet professional standards established in particular fields.
2. Members consider carefully the specific validity, reliability and appropriateness of the test(s) before selecting them for use in a given situation or with a particular counsellee.
3. In general, test results provide only one factor of a variety of pertinent data for personnel and guidance decisions. The member supplies adequate orientation and information to the examinee(s) so that the results of testing may be placed in proper perspective with other relevant factors. The effects of socioeconomic, ethnic and cultural factors on test scores are recognized.
4. When test results and/or other assessment data used for evaluation are communicated to parents, students or other appropriate persons, they are accompanied by an adequate interpretation or by counselling.
5. Psychological test scores (as contrasted to interpreted test results) are released only to persons qualified to interpret and use them properly.
6. When making any statements to the public about tests and testing, care is taken to give accurate information and to avoid any false claims or misconceptions.
7. Tests are administered as prescribed in the administration manual. Departures from these procedures are permitted only when conducting research and even here must be in accord with professional standards. Any unusual behavior or irregularities during the testing session which may affect the interpretation of the test scores is fully noted and reported. Unsupervised test-taking or the administration of tests through the mails is unethical. However, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as some interest inventories, is permitted.

8. Psychological tests and other assessment devices, whose value in part depends on their novelty to persons taking them, are limited to persons with the professional interest and competence such that they will safeguard their use. Prior information, coaching or the reproduction of such material is not condoned.
9. A member has the responsibility to inform examinees about the purposes of testing. The criteria of the examinees' welfare and/or explicit prior understanding with them determines who receives test results.
10. The member proceeds with caution in evaluating and interpreting the performance of minority group members or to other persons who are not represented in the norm group on which the instrument was standardized.
11. Members do not appropriate, reproduce or modify established tests or portions thereof without the expressed permission and adequate recognition of the original author, publisher and copyright holder.

SECTION D

Research and Publication

1. The principal researcher is responsible for ethical research practice while others involved in the research activities share ethical obligation and full responsibility for their own actions.
2. Members are responsible for the welfare of all research subjects used. Members avoid causing injurious psychological, physical or social effects on their subjects.
3. All research subjects are informed of the purpose of the study except when withholding information from them is essential to the investigation. In such cases the member is expected to take corrective action as soon as possible following the research.

4. Human subjects participate in research on a voluntary basis. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects.
5. A member conducts the research so as to minimize the possibility of misleading findings.
6. In reporting on the research results, the member publishes a full report mentioning any variables and conditions that might affect the outcome of the investigation or the interpretation of the data.
7. The member has an obligation to collaborate with colleagues by making available original research data to qualified others who may wish to replicate or verify the study.
8. The identity of the research subjects is disguised unless otherwise authorized by the subjects when the researcher is supplying data from the research to others or when the researcher is reporting the results.
9. A member has an obligation to give due credit to those who contribute significantly to the research, in accordance with their contributions.
10. If a member agrees to cooperate with another individual in published research and/or joint authorship of the results, the member is punctual in his performance and is responsible for the completeness and accuracy of the information provided.

— ATA Guidance Council, 1985

ALBERTA TEACHERS' ASSOCIATION CODE OF PROFESSIONAL CONDUCT

The Code of Professional Conduct, enacted as the “Code of Ethics” (1986), printed in the *ATA Members' Handbook (1995)*, stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the Discipline Bylaws of the Association.

In relation to pupils

1. The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, sex, physical characteristics, age, ancestry or place of origin.
2. The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils. The teacher may not delegate these responsibilities to any person who is not a teacher.
3. The teacher may delegate specific and limited aspects of instructional activity to noncertificated personnel, provided that the teacher supervises and directs such activity.
4. The teacher treats pupils with dignity and respect and is considerate of their circumstances.
5. The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.
6. The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.

7. The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

8. The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.
9. The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.
10. The teacher provides as much notice as possible of a decision to terminate employment.
11. The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

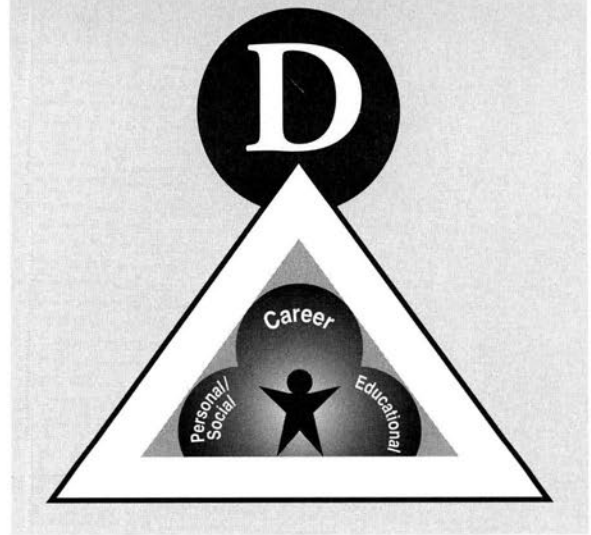
In relation to colleagues

12. The teacher does not undermine the confidence of pupils in other teachers.
13. The teacher criticizes the professional competence of professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism.
14. The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report.
15. The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

16. The teacher recognizes the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.
17. The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession

18. The teacher acts in a manner which maintains the honor and dignity of the profession.
19. The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.
20. The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
21. The teacher makes representations on behalf of the Association or members thereof only when authorized to do so.
22. The teacher accepts that service to the Association is a professional responsibility.



Self-Assessment Instruments for Counsellors



Self Assessment Instrument #1

Name: _____ Date: _____

Please place a check mark (✓) in the appropriate column to describe your action.

Counselling Activities	Achieved	Not Achieved	Action Plan For This Year
Elementary, Junior And Senior High Schools:			
To provide immediate counselling assistance to a student facing a critical life situation.			
To counsel students individually, in small groups or in classroom sessions toward: a) resolving behavioral, social, emotional or spiritual difficulties b) understanding development and adult behavior c) functioning effectively with others.			
To be an advocate for troubled students.			
To be a source of encouragement for children and adolescents by assisting them to capitalize on their strengths and minimize their deficiencies.			
To respond to requests for help from a student, parent or staff member.			
To provide ongoing follow-up of students considered to be "at risk."			
Junior High Only			
To provide educational counselling to individual students, or through classroom sessions, in areas such as study skills and senior high school course selection.			
To provide counselling on educational opportunities and current educational and vocational requirements.			
To assist students with making decisions about their educational options at the senior high school level.			
Senior High Only			
To prepare students for the next level of schooling.			
To provide individualized career counselling.			

Counselling Activities	Achieved	Not Achieved	Action Plan For This Year
Elementary, Junior And Senior High Schools:			
To assist students and their parents in educational planning appropriate to age level and maturity.			
To assist in identifying students with problems or handicaps.			
To assist staff in understanding and assisting students with problems or handicaps.			
To consult with staff regarding such things as: student achievement, physical and emotional health, school adjustment, attendance, conflicts between home and school.			
To play an active role in case conferences regarding progress and/or behavior of a student.			
To provide consultation/counselling services to parents regarding: a) academic achievement b) school adjustment c) parent-student relationships d) conflicts between home and school.			
To demonstrate knowledge and expertise of child development and behavior patterns.			
To interpret test results and other information in the student's cumulative record card to students, staff and parents.			
To provide guidance and information related to substance use and abuse.			
To assist in making referrals to other school system personnel and/or community resources when the needs of a student cannot be met in his or her present classroom setting.			

Counselling Activities	Achieved	Not Achieved	Action Plan For This Year
Elementary, Junior And Senior High Schools:			
To formulate, in conjunction with the school principal and classroom teacher(s), an annual, written, school-based guidance and counselling program. This program should clearly delineate the goals and objectives of the school's guidance and counselling services.			
To assist in evaluating the school's guidance and counselling program.			
To communicate the school's guidance and counselling program to students, parents and school staff.			
To assist in obtaining community resource help for students and parents in need.			
Senior High Only:			
To make available material detailing programs and requirements at post-secondary institutions.			
To provide accurate, current information about scholarships and financial aid.			
To maintain liaison with post-secondary institutions and the Student Finance Board.			

Adapted from an instrument developed by Edmonton Catholic Schools (1991).

Self-Assessment Instrument #2

Name: _____ **Date:** _____

Read each of the following statements, and circle the number that best describes (1) how important this competency is to the implementation of a comprehensive school guidance and counselling program and (2) how high your need is to improve this competency.

Important

4 = Very Important
3 = Important
2 = Slightly Important
1 = Not Important

My Need

4 = Very High Need
3 = High Need
2 = Moderate Need
1 = Low Need

After you have rated each of the statements according to its importance for implementing a comprehensive guidance and counselling program and your need to improve this competency, review the statements that you rated as both very important and a very high need. Select the five that represent your most important inservice training needs. Note them in the “Most Important Professional Development Needs” list at the end of the survey.

Thank you for taking the time to complete the form thoroughly.

Counselling and Consultation

1. Knowledge of general counselling and career development theories and techniques.

Importance
1 2 3 4

My Need
1 2 3 4

2. Knowledge of decision-making models.

Importance
1 2 3 4

My Need
1 2 3 4

3. Skills in building a productive relationship between counsellor and client.

Importance
1 2 3 4

My Need
1 2 3 4

4. Skills in conducting group activities.

Importance
1 2 3 4

My Need
1 2 3 4

5. Skills in assisting students to deal with bias and stereotyping related to career decisions.

Importance	My Need
1 2 3 4	1 2 3 4

6. Ability to help students identify and pursue post-secondary educational training and employment opportunities.

Importance	My Need
1 2 3 4	1 2 3 4

7. Ability to assist students in selecting courses.

Importance	My Need
1 2 3 4	1 2 3 4

8. Ability to assist students in the development of interpersonal skills.

Importance	My Need
1 2 3 4	1 2 3 4

9. Ability to assist students in matching developed academic skills with identified employment requirements.

Importance	My Need
1 2 3 4	1 2 3 4

10. Ability to assist students to interpret labor market information.

Importance	My Need
1 2 3 4	1 2 3 4

11. Ability to provide students work skills to manage their lives.

Importance	My Need
1 2 3 4	1 2 3 4

Information

12. Knowledge of the changing role of women and men and the linkage of work, family and leisure.

Importance	My Need
1 2 3 4	1 2 3 4

13. Knowledge of strategies to store, retrieve and disseminate career and occupational information.

Importance	My Need
1 2 3 4	1 2 3 4

14. Knowledge of educational trends and relevant legislation.

Importance

1 2 3 4

My Need

1 2 3 4

15. Knowledge of local referral services/agencies.

Importance

1 2 3 4

My Need

1 2 3 4

Individual and Group Assessment

16. Knowledge and application of assessment techniques, including measures of aptitudes, achievement, interests, values and personality.

Importance

1 2 3 4

My Need

1 2 3 4

17. Ability to identify assessment resources appropriate to special populations.

Importance

1 2 3 4

My Need

1 2 3 4

18. Ability to identify assessment resources and techniques in terms of their validity, reliability, and relationships to race, sex, age and ethnicity.

Importance

1 2 3 4

My Need

1 2 3 4

19. Ability to interpret and personalize assessment data.

Importance

1 2 3 4

My Need

1 2 3 4

Management and Administration

20. Knowledge of program designs that can be used in the organization of guidance programs.

Importance

1 2 3 4

My Need

1 2 3 4

21. Knowledge of needs assessment techniques and practices.

Importance

1 2 3 4

My Need

1 2 3 4

- | | | |
|-----|--|---------|
| 22. | Ability to assess the effectiveness of current programs and practices. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 23. | Knowledge of leadership styles. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 24. | Ability to identify/develop and use record keeping methods. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 25. | Ability to prepare proposals, budgets and timelines. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 26. | Ability to assess program and student outcomes. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 27. | Ability to convey program goals and achievements to key decision makers. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 28. | Ability to provide data on the cost effectiveness of counselling programs. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |

Implementation

- | | | |
|-----|---|---------|
| 29. | Ability to implement a public relations initiative for the guidance program. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 30. | Ability to manage a career resource centre. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |
| 31. | Ability to establish linkages with community-based organizations that provide placement services. | |
| | Importance | My Need |
| | 1 2 3 4 | 1 2 3 4 |

32. Knowledge of local employers as referral sources for employment opportunities.

Importance

1 2 3 4

My Need

1 2 3 4

Special Populations

33. Responsiveness to the unique issues and needs of students from different cultural groups.

Importance

1 2 3 4

My Need

1 2 3 4

34. Responsiveness to and knowledge of various handicapping conditions and necessary assistance and requirements.

Importance

1 2 3 4

My Need

1 2 3 4

35. Ability to identify community resources and establish linkages to assist students with special needs.

Importance

1 2 3 4

My Need

1 2 3 4

My most Important Professional Development Needs

1. # _____

2. # _____

3. # _____

4. # _____

5. # _____

Adapted from: *Self-Assessment of Counsellor Inservice Training Needs* (1990).
Belinda McCharen, State Guidance Coordinator, Oklahoma
Department of Vocational and Technical Education, 1500 W. Seventh
Avenue, Stillwater, OK 74074. Revised and reprinted with permission.

Self-Assessment Instrument #3

Name: _____ Date: _____

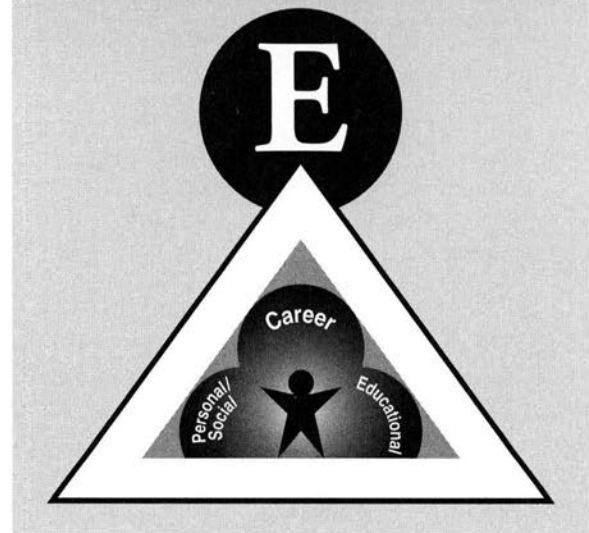
The following checklist provides a guideline for counsellors. It contains the essential elements of a self-evaluative questionnaire and may be adapted to meet local needs and requirements.

PROFESSIONAL

Y = Yes, N = No, NI = Needs Improvement, NA = Non-Applicable

	Y	N	NI	NA
1. Does my program emphasize developmental and preventative aspects as well as crisis intervention?				
2. Are parents, teachers and students aware of counselling services available to them?				
3. Do I provide ongoing information to parents in order to assist them in educational planning with their children?				
4. Do I inform students about the issue of confidentiality and the boundaries thereof?				
5. Do I keep secure records on each student?				
6. Do I respect the privacy between myself and the student?				
7. Am I aware of my personal limitations regarding my expertise?				
8. Do I use assessment strategies or intervention procedures that are appropriate to the student's situation?				
9. Do I use assessment strategies and tools for which I am adequately trained and in which I have demonstrated competence?				
10. Do I make appropriate referrals to outside community agencies?				
11. Have I established a good working relationship with various community agencies?				
12. Do I have an effective procedure for transferring or discontinuing services to students?				
13. Am I taking preventative steps to avoid sickness and burnout in the following areas:				
a) adequate nutrition?				
b) adequate rest and relaxation?				
c) ongoing exercise program?				
14. Do I have a relationship with a peer or peers to help monitor myself in the areas of physical and mental health?				
15. Do I seek help when my physical and or mental health is in question?				

Adapted from: PAA *Self Assessment Instrument for Psychologists* (1994).



Models for Interagency Collaboration



PARTNERS FOR YOUTH: Achieving A Safer City Together

Executive Summary

Purpose

Partners for Youth is a pilot program designed to better meet the special needs of youth and their families. A team of professionals from schools, municipal and provincial government, and voluntary agencies is based on the school sites, thereby improving students' and their family's access to support services. Furthermore, by enabling service providers to collaborate on multi-disciplinary teams, the program should ensure that services will be more effective, comprehensive and responsive to client needs.

The Population

The program coordinates services for junior high students, their parents and siblings.

The Pilots

Two pilots began in September, 1993 at:

- St. Nicholas Catholic Junior High School, 3643-115 Avenue
- Wellington Junior High School, 13160-127 Street

The project will last three to five years, with annual evaluations. The longer term is needed to provide sufficient time to establish how services can be delivered effectively from a school site.

Participating Partners:

- Alberta Education
- Alberta Family and Social Services - Child Welfare
- Alberta Health - Mental Health Division
- Alberta Justice

- Assistance Deputy Minister's Committee on Coordination of Services for Children
- City of Edmonton Community and Family Services
- Edmonton Board of Health
- Edmonton Catholic Schools
- Edmonton Parks and Recreation
- Edmonton Police Service
- Edmonton Public Schools
- YMCA

Children and Adolescent Services Association and Glenrose Hospital are working with Partners for Youth.

Resources

Resources are provided by the participating organizations, primarily through internal reallocations.

Background

Partners for Youth follows from a recommendation of the Young Adult Unemployment Committee report, *Mayor's Task Force on Safer Cities*, approved by Council on March 10, 1992.

For Further Information Contact:

The City of Edmonton - Community and Family
Services
5th Floor, Centennial Library
7 Sir Winston Churchill Square
Edmonton, Alberta
T5J 2V4
Telephone: 496-5807
Fax: 428-4556

PARTNERS FOR YOUTH:

Achieving A Safer City Together

Detailed Update Report

Background

In January, 1992 a report entitled *Young Adult Employment: Investing In Our Future* was released. The report was compiled by the Young Adult Unemployment Committee as part of the work of the MAYOR'S TASK FORCE ON SAFER CITIES. Following the release of the report, the City of Edmonton Community and Family Services Department invited representatives of several organizations and government departments to meet and discuss the possibilities of establishing a multi-disciplinary school-based approach for the delivery of services to children and their families. The first meeting took place in April 1992 and continued on a weekly basis among ten partners. The partners, as a steering committee, worked to develop a common vision, mission and goals to operationalize a new approach to service delivery in the form of two pilot projects.

Two schools, one each from the separate and public systems, were selected as pilot projects. Each partner on the Steering Committee had input into the selection. On November 25, 1992, it was announced that St. Nicholas Catholic Junior High School would be a pilot school. Wellington School was selected by Edmonton Public Schools and the decision announced to the Steering Committee on March 24, 1993.

Mission Statement

Partners For Youth builds on the inherent strengths of children, families and the community to achieve the overall goals of their healthy development and well-being through a collaborative, multi-disciplinary perspective.

Goals

Goals for this initiative are:

1. To provide at-risk and potentially at-risk students and their families with a school-based, single entry point access to a range of community services which will be more effective than the current, fragmented system and will result in an improved community environment and better family, social, health and educational functioning.
2. To develop and implement a collaborative interagency school/community-based initiative to provide a wide range of integrated services and supports designed to strengthen health, social, relationship and educational skills of children and their families.

Key Assumptions

Partners for Youth is operating under the following assumptions:

1. The Partners for Youth initiative is an evolutionary process.

As we strive to eliminate barriers to effective service delivery through the collaboration and coordination efforts of the partners, issues pertaining to role clarification, procedures, confidentiality and others will likely need to be addressed. The Steering Committee is aware that issues regarding barriers to service delivery exist and will work in cooperation with the school site teams to identify solutions and facilitate change. The school site project team members will focus on providing professional service designed for the needs of clients.
2. Service will focus on the behavioral and emotional difficulties of children and the related home and family factors involved.
3. Services will address the diverse needs of at-risk children and their families from a holistic, ecological perspective.
4. To the greatest extent possible, services will emanate from a single entry point, a school-site-based location.

5. Parents will be involved, with the specific intent of:
 - increasing their skills in order to overcome home and family difficulties, and
 - assisting them to use various community resources more effectively.
6. Participation of the respective school district and community agencies will be accomplished through the re-deployment of existing services and resources.

Background For An Evaluation Framework

A detailed framework to evaluate Partners For Youth has been developed based on broad targets/aims:

1. Assess outcomes for children [students], families and community, and
2. Assess the collaboration process among member organizations.

The Collaborative Process

In developing the plan for Partners For Youth, partners agreed that services which are fragmented and delivered in isolation are inefficient and of limited effectiveness in most cases.

Furthermore, the Partners have come to believe that services can no longer be delivered in the traditional fashion, but that a new way of doing our business must be established.

The collaborative process that is beginning to bear fruit in Partners for Youth is dependent on the leadership provided by the members of the Steering Committee. Implementation of the collaborative process was lengthy but ultimately resulted in a common vision.

The Partners share in the belief that the collaborative process and the model of Partners For Youth will be productive if all offer their personal commitment and leave behind issues of service territoriality.

Partners are building interdependence, that is sharing resources and sharing responsibility. Partners are now challenged to problem-solve on a holistic level. This requires open communication among partner agencies, flexibility and support from decision-makers which has not been evident before. Examples of sharing include obtaining telephones, furniture and clerical support.

Accomplishments

The following are some of the concrete outcomes of Partners For Youth as of September 1993.

- High needs areas which impact on the service demands and clients of all partners were identified.
- The partners formed a Steering Committee to develop and oversee the project and collaboratively developed the project name (Partners For Youth) and logo.
- Partners agreed to address the needs of students and their families and the community in a preventative, rather than in a strictly reactive fashion.
- Partners have acquired a better understanding of the roles and mandates of other partners.
- All partners agreed to the selected schools/neighbourhoods for this initiative.
- The following important foundations were developed by the partners:
 - * Partners For Youth concept paper,
 - * terms of reference
 - * common project vision and goals.
- Partners For Youth was selected as one of five provincial “recognized” collaborative projects. The Assistant Deputy Minister’s working committee on children’s services joined Partners for Youth as the eleventh partner.
- A news conference was held in June 1993 to announce this initiative; speakers included municipal, provincial, school board, and board of health political heads.
- An evaluation plan has been developed and is in the early implementation stages.
- A comprehensive communication strategy has been developed to address all affected audiences. This document is a live, dynamic one capturing the learnings of this initiative around communications as Partners For Youth evolves.

- Partners have reallocated existing resources to meet the project objectives, even across traditional jurisdictional boundaries.
- Staff have been assigned to the project as members of school site teams and have developed a commitment to the project goals.
- All members of the Steering Committee have contributed to the operation and effective functioning of the Committee itself. These contributions vary from the preparation of documents to recording Committee business.
- The Committee organized two orientation and information sessions for Partners, on-site teams and others involved.
- Partners have contributed to the actual physical space set-up including obtaining donated services from the Business Section of Ed Tel.
- Partners have agreed to, and have in fact been able to, work flexibly within their mandates to meet the needs of youth and their families;
 - * partners have co-located professional staff
 - * emergent needs of students and their families are being met.

Learnings

1. Time must be taken up front to achieve effective collaboration.
2. A collaborative initiative cannot be started without organizational commitment and it cannot be successfully implemented without a personal level of commitment from each individual.
3. There is no room for issues of territoriality and ego in a collaborative process.
4. Traditional communication methods do not work well when a group is striving to do business differently.

5. Flexibility in budgetary, information and organizational systems is vital to overcome barriers and enable effective problem-solving.
6. Working at the ambiguous, grey edges of individual agency mandates must be supported and confirmed.

The Wellness Centre

The counsellors and administration of Winston Churchill High School in Lethbridge understand a need to promote health and well-being among the people of the Churchill school community. A strong belief exists that the growth and development of adolescents will be facilitated with positive lifestyle choices and constructive alternatives to the many decisions facing young people daily.

The Wellness Centre of Winston Churchill High School was created to provide quality expertise, advice and guidance by offering on-campus community agencies and personnel to help students overcome problems they are presently encountering, and providing information about making meaningful lifestyle choices and decisions.

The Wellness Centre is an area of the school that includes a private meeting and brochure display room, the counselling offices, classrooms and hallway display areas.

Presently, 14 community agencies and 16 personnel provide their services to Winston Churchill. Referrals are made by the counsellors to the agency personnel who come to the school on a regularly scheduled basis. There is close coordination of effort and services of community agencies, school personnel and family. Agency personnel also provide classroom presentations on topics in their areas as well as career information. Hallway displays are also utilized to present information. Theme weeks such as "eating disorders" or "legal issues" are periodically presented.

The agencies that are part of Churchill's Wellness Centre are:

Agency	Staff member
Lethbridge Health Unit	Nurse
AADAC	Educational Consultant - Addictions Counsellor
Lethbridge City Police	Police Constable
Alberta Mental Health	Psychologist
Y's Choice	Social Worker
Family Centre	Parent/Teen Conflict Counsellor
North & Company	Lawyer
Solicitor General's Office	Probation Officer
Native Liaison	Native Counsellor
Lethbridge Family Services	Suicidologist
Lethbridge School District	
#51 & Social Services	Liaison Officer
Youth Employment Centre	Hire-A-Student Personnel
Hospital Program	Teacher

The Wellness Centre's creation came about because of the encouragement of parents and a survey of grade 10 and 11 students in May, 1994. The survey results indicated that the following services were requested by students:

- employment information
- medical services
- police information
- counselling for family problems
- legal aid
- counselling for addictions
- conflict resolution
- meeting with probation officers
- birth control information.

An organizational committee that included the school counsellors and a parent representative was formed to establish an action plan for creation of the Wellness Centre.

Community agencies were invited to participate and have overwhelmingly responded to support the concept and provide services to the Centre.

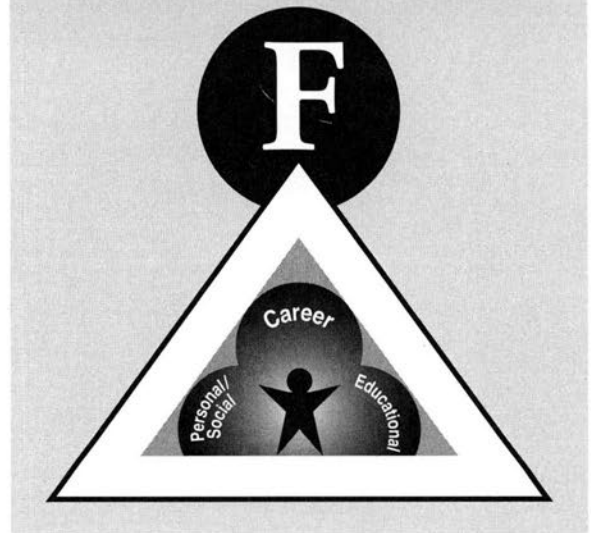
Implementation of the Wellness Centre occurred in October of 1994, with four key goals.

The Wellness Centre of Winston Churchill High School will:

1. Promote a sense of well-being among the people in the community of Churchill.
2. Improve adolescent access to community health, legal, social and support services.
3. Provide information that will facilitate decision-making for young people concerning lifestyle choices.
4. Coordinate services and efforts of professionals for students, staff and parents.

For more information contact:

Winston Churchill High School
1605 - 15th Avenue North
Lethbridge, Alberta, T1H 1W4
Phone: (403) 328-4723
Fax: (403) 329-4572



Planning Tools for a Junior High School Program

PROGRAM COMPETENCY:

STUDENTS WILL EXPLORE THE ROLE OF FAMILY

INDICATORS The student will be able to:	RESPONSIBILITY	STRATEGIES
• diagram family of origin (make a genogram)	• Counsellor • Teachers • Parents	• lessons on family of origin • videos • journal writing • family tree
• list and describe various types of families (blended, extended, multi-ethnic, single-parent, etc.) • share own experience of family • research changing role of family • chart different types of families	• Teachers • Social Workers • Parents	• personal experiences • videos • visits from representatives of various types of families
• research and write about the effects of troubled families in society • dialogue about ways to counter the negative effects	• Teachers • Counsellor • Social Workers • Police • Nurses • Physicians	• materials from AADAC • videos on various issues (alcohol-drug abuse, family violence, etc.) • Dr. Dobson's film on family
• discuss life-long decisions regarding their role as building blocks in society • brainstorm ways to enhance their abilities to make a positive contribution to society	• Teachers • Counsellor • Peers	• journal and diary of course components • letter to themselves in the future • time capsule

PROGRAM COMPETENCY:

STUDENTS WILL LEARN THE SKILLS NECESSARY TO RESOLVE CONFLICT

INDICATORS The student will be able to:	RESPONSIBILITY	STRATEGIES		
• describe the steps of conflict resolution • make charts or posters that outline the steps	• Counsellor • Teachers	• workshops • small group discussion • one-on-one counselling • role play		
• participate in conflict resolution teams	• Peers • Counsellor	• nomination by teacher, students • completion of training, retreat		
• learn and practice the skills through role play • apply the steps to solving actual conflict situations	• Facilitators	• videotape • parents presentations		
SAMPLE RESOURCES <table><tr><td><i>Creative Conflict Resolution</i> W. J. Kreidler Good Year Books Dept. GYB 1900 East Lake Ave. Glen View, Illinois 60025</td><td><i>Peer Mediation: Conflict Resolution in Schools</i> F. Schumpf, D. Crawford & H.C. Usadel Champaign, Illinois Research Press, 1992</td></tr></table>			<i>Creative Conflict Resolution</i> W. J. Kreidler Good Year Books Dept. GYB 1900 East Lake Ave. Glen View, Illinois 60025	<i>Peer Mediation: Conflict Resolution in Schools</i> F. Schumpf, D. Crawford & H.C. Usadel Champaign, Illinois Research Press, 1992
<i>Creative Conflict Resolution</i> W. J. Kreidler Good Year Books Dept. GYB 1900 East Lake Ave. Glen View, Illinois 60025	<i>Peer Mediation: Conflict Resolution in Schools</i> F. Schumpf, D. Crawford & H.C. Usadel Champaign, Illinois Research Press, 1992			

PROGRAM COMPETENCY:

STUDENTS WILL CONTINUE TO DEVELOP STRONG INTERPERSONAL RELATIONSHIPS

• INDICATORS • The student will be able to:	RESPONSIBILITY	STRATEGIES
• demonstrate knowledge of communication dynamics • practise communication skills (verbal and nonverbal)	• Counsellor • community services personnel	• seminar on communications skills • group exercise, role play • video presentation & critique of communication patterns
• list and chart the strengths and weaknesses of the peer group • view and discuss videos on peer group interaction	• Counsellor • peer networks • guest speakers	• study of videos on peer groups • interviewing professionals on the topic • reading and discussing books pertinent to the topic
• appreciate the effects of a strong community	• Teachers • counsellor • parents	• study communities that have grown stronger through adversity (video, story, guests) • visits by community-building people from local community (leaders)

PROGRAM COMPETENCY:

STUDENTS WILL DEVELOP AN UNDERSTANDING OF ADOLESCENT ISSUES

INDICATORS The student will be able to:	RESPONSIBILITY	STRATEGIES
• learn about physical maturation • research and write about physical changes and individual differences	• Teachers • counsellors • school nurse	• health classes • videos • guest speakers
• discuss age-related emotional development • brainstorm to find words to express emotions	• Teachers • counsellor • speakers	• drama • music • CD-ROM • videos • language arts lessons • library books
• discuss ways to strengthen and increase their personal resources and self-concept	• Teachers • counsellor • peers	• peer support groups • small groups • one-on-one counselling • videos • parent problem-solving groups • newsletter to parents addressing pertinent issues

PROGRAM COMPETENCY:

STUDENTS WILL EXPLORE THEIR INTERESTS, ABILITIES AND VARIOUS CAREERS

INDICATORS The student will be able to:	RESPONSIBILITY	STRATEGIES
identify and explore their educational interests	- Teachers - health classes	interest inventories (e.g. Safran, Myers-Briggs)
find and record careers that match their interests	- Teachers - counsellor	- CHOICES program - career library
research and prepare a portfolio of various requirements for careers (e.g. educational, entrance, and personal requirements, etc.)	- Teachers - counsellor - guest speakers	- program guides - college calendars - job shadows - interviews - job skills role play
<i>People Types & Tiger Stripes</i> A practical guide to learning styles Gordon Lawrence University of Florida CAPT Gainesville, Florida 1987 <i>Gifts Differing</i> I. Briggs-Myers & P.B. Myers Consulting Psychologists Press 577 College Ave. Palo Alto, California 94306		<i>Life Types</i> Sandra Hitsh, Jean Kummerow Consulting Psychologists Press Palo Alto, California 1978 <i>Knowledge Opens Doors</i> <i>Get a Life...Get an Education</i> Career Information Directorate Occupational Career Information Phase IV - 5th Floor 140 Promenade du Portage Ottawa, Hull K1A 0J9

PROGRAM COMPETENCY:

STUDENTS WILL BE PROVIDED WITH AN ORIENTATION TO JUNIOR HIGH SCHOOL

INDICATORS The student will be able to:	RESPONSIBILITY	STRATEGIES
• identify and chart existing student services	• teachers • study buddies • counsellor	• student council • intramural events • school teams • student clubs
• identify and meet with the school counsellor and discuss his or her role, how to access help	• administration • counsellor • teachers	• classroom visits • newsletter • parent information night • planning agenda books
• identify and list members of the administrative team and how the team operates	• teachers • parents • collaborating agencies	• classroom visits • assembly • parent information night
• demonstrate knowledge of community resources used by the school	• teachers • parents • collaborating agencies	• awareness afternoon with staff, parents and agency representatives • planning agenda books • brochures • posters

PROGRAM COMPETENCY:

STUDENTS WILL DEMONSTRATE THE ABILITY TO APPLY EFFECTIVE STUDY STRATEGIES

INDICATORS The student will be able to:	RESPONSIBILITY	STRATEGIES
• identify and practice a variety of test-taking strategies	• teachers	• study skills program
• develop an educational plan, with teacher and parent support • develop and follow a plan to improve their grades	• teachers • counsellor • university student volunteers • peer-tutor	• teacher mentors • study buddy • peer support group
• learn and practice a variety of study skills • apply study strategies in various subject areas	• counsellor	• classroom visits • study skills package
• use student planning agenda books daily • with teacher help, develop plan for increased success in learning	• teachers	• student's planning agenda books
SAMPLE RESOURCES Video: <i>Where There's A Will, There's An 'A'</i>		

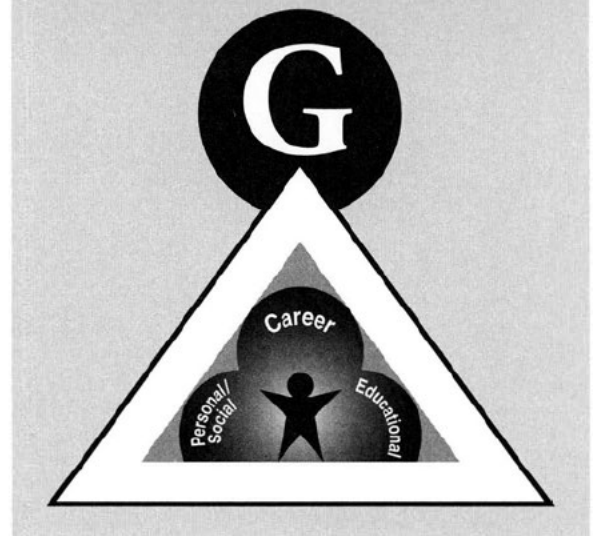
PROGRAM COMPETENCY:

STUDENTS WILL MAKE A SMOOTH TRANSITION TO HIGH SCHOOL

INDICATORS The student will be able to:	RESPONSIBILITY	STRATEGIES
• knowledge of what high school programs are available	• counsellor • appropriate high school staff	• high school staff meets with grade 9 students to present high school program
• make program adjustments as necessary to meet the requirements of their desired high school program	• students • teachers • counsellor • parents	• problem solving to remove barriers to success in entering high school program of choice
• knowledge of what high school environment is like	• counsellor • teachers • high school staff	• student tours of high schools • meeting with the high school staff, administration

PLANNING CALENDAR FOR THE SCHOOL COUNSELLOR

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
• welcome of new grade 7's • initiate study seminars • initiate peer networks • classrooms visits, self-introduction and outline of services • personal counselling • crisis intervention	• open house for parents • meeting with teachers to discuss concerns • letter to grade 6's • personal counselling • crisis intervention	• career fair • parent-teacher conferences • referral to outside agencies • personal counselling • crisis intervention	• ongoing evaluation of special topic speakers
JANUARY	FEBRUARY	MARCH	APRIL
• evaluate first term • plan strategies for remainder of year • personal counselling • crisis intervention	• meeting of counselling/ guidance committee • meet with parent advisory group • initiate special topic events • grade 6 orientation process begins • personal counselling • crisis intervention	• grade 6 reporters visit junior high school • follow-up special topic events • visit to feeder schools	• grade 6 classes to visit junior high on individual class basis • personal counselling • crisis intervention
MAY	JUNE	JULY	AUGUST
• social events day for all grade 6 students • registration for new grade 7's • personal counselling • crisis intervention	• final registration of grade 6's • evaluation of year to date • plan for fall term • personal counselling • crisis intervention	• personal development	• personal development



Needs Assessment Instruments



Introduction

This appendix provides specific direction for school counsellors who wish to conduct needs assessments at the elementary, junior high or senior high levels, and involving various stakeholders (students, parents, teachers, administrators, and other community groups such as employers, and business and government leaders). The information and sample needs assessment instruments included here are adapted from *Strengthening K–12 School Counselling Programs: A Support Approach* (Rye and Sparks, 1991).¹

Before a needs assessment is done, the school council should agree on a philosophy and rationale.

There are many different formats for conducting a needs assessment. Ideally, the methods used should provide quantitative proof of needs; they should not rely entirely on subjective input. A needs assessment instrument should be comprehensive but brief. It should include items related to the social, personal, educational and career concerns of students, parents and school staff.

Paper and pencil survey forms are commonly used because they are practical when a large number of people are involved, and they help to build an information database. The school council should plan appropriate methods for handling publicity, distribution, return and tabulation of the survey forms.

Each survey should include a covering letter explaining the purpose of the survey and instructions for returning the completed survey to the school. Each survey should of course be written at a reading level that is appropriate for the group it is directed to.

¹ From *Strengthening K–12 School Counselling Programs*, 1991. pp. 194–231. by Rye, D., and Sparks, R. Accelerated Development Inc., Muncie, Indiana. Reproduced with permission. All rights reserved.

The following examples of needs assessment instruments should be adapted to serve the purposes of each school and community.

The advantages of the sample surveys provided here include:

1. Classroom teachers can easily administer them to students in a short length of time
2. All populations can express their needs honestly (questions are non-threatening)
3. Parent and teacher/administrator surveys correspond to student surveys, at all grade levels
4. The instruments provide for congruence across populations in the ranking of needs
5. Scoring is neither complicated nor time-consuming.

Scoring

The surveys for grades 1 through 12 are scored by adding the numbers circled for each statement from all surveys. Statements receiving the highest total number are the top priority needs. The ECS through grade 3 surveys are scored by tabulating the number of responses marked "YES" and the number marked "NO." Statements that are most frequently marked "YES" are the highest priority needs.

_____**ELEMENTARY SCHOOL**
Comprehensive School Guidance and Counselling Program Needs
Assessment
ECS and Grade One
Student Survey

Explanation of the Survey (read by the teacher to the students): Today we will be asking you some questions about how you feel about yourself and school.

Instructions (read by the teacher): Do not write your name on this paper. As I read each statement, circle either “YES” or “NO” depending upon what you think or how you feel about each statement. If you do not understand a statement, raise your hand and I will explain what the statement means. Respond to each statement according to how you think or feel, not how you believe others would want you to respond.

When we have finished our work, I will collect your papers and take them to the office.

ELEMENTARY SCHOOL NEEDS ASSESSMENT
ECS AND GRADE 1
STUDENT SURVEY

Circle Your Grade:ECS 1

Instructions: Listen to each statement and then circle “YES” or “NO”

1.	I need to learn to feel good about myself.	YES	NO
2.	I need to understand why I do things.	YES	NO
3.	I need to learn how to tell others when I am sad.	YES	NO
4.	I want to learn about drugs and alcohol.	YES	NO
5.	I want to learn about what to do if someone I love dies.	YES	NO
6.	I want to learn what to do if my mom or dad moves away from home.	YES	NO
7.	Kids in my class need to learn how to be nice to each other.	YES	NO
8.	I need to learn how to get along with the kids in my class.	YES	NO
9.	I want to learn how to get along better with my mom and dad.	YES	NO
10.	I need to learn how to get along better with my brothers and sisters.	YES	NO
11.	I need to learn how to make friends.	YES	NO
12.	I need to learn to share my toys with other kids.	YES	NO
13.	I need to learn to understand classroom rules.	YES	NO
14.	I want to know what my marks mean.	YES	NO
15.	I need to learn to be a better reader.	YES	NO
16.	I would like to know the school counsellor.	YES	NO
17.	I need to learn to be a helper at school and at home.	YES	NO
18.	I want to know what my parents do at work.	YES	NO
19.	I need to know why people work.	YES	NO
20.	I want to know how to play more games.	YES	NO

_____ELEMENTARY SCHOOL
Comprehensive School Guidance and Counselling Program Needs
Assessment
Grades Two and Three
Student Survey

Explanation of the Survey (read by the teacher to the students): Today we will be asking you some questions about how you feel about yourself and school.

Instructions (read by the teacher): Do not write your name on the survey. As I read each statement, circle either “YES” or “NO” depending upon what you think or how you feel about each statement. If you do not understand a statement, raise your hand and I will explain what the statement means. Respond to each statement according to how you think or feel, not how you believe others would want you to respond.

When we have finished our work, I will collect your papers and take them to the office.

ELEMENTARY SCHOOL NEEDS ASSESSMENT
GRADES 2–3
STUDENT SURVEY

Circle Your Grade: 2 3

Instructions: Listen to each statement and then circle “YES” or “NO”

1. I need to learn to feel good about myself.	YES	NO
2. I need to understand myself and the things that I do.	YES	NO
3. I need to learn how to tell others how I feel.	YES	NO
4. I want to learn about drugs and alcohol.	YES	NO
5. I want to know what to do if someone I love dies.	YES	NO
6. I need to learn about divorce.	YES	NO
7. I think kids need to learn to be nicer to others.	YES	NO
8. I would like to get along better with others my age.	YES	NO
9. I want to get along better with my parents.	YES	NO
10. I want to get along better with my brothers and sisters.	YES	NO
11. I need to learn how to make friends.	YES	NO
12. I want to learn how to share with others.	YES	NO
13. I need to know more about school rules.	YES	NO
14. I need to know what my grades mean.	YES	NO
15. I want to learn to read faster.	YES	NO
16. I want to learn how my school counsellor can help me.	YES	NO
17. I need to learn how to be a helper at school and at home.	YES	NO
18. I want to learn about the different jobs in our community.	YES	NO
19. I need to find out why people work.	YES	NO
20. I think kids need to learn more about hobbies, games and fun activities.	YES	NO

_____ELEMENTARY SCHOOL
Comprehensive School Guidance and Counselling Program Needs
Assessment
Grades Four, Five, and Six
Student Survey

Explanation of the Survey: The counselling staff and the school council of _____ School need your help in identifying what you believe are the needs of students in our school. Your responses on this survey will be of great value in helping develop a counselling program that will more effectively meet your needs as a student.

Instructions: Circle your grade level. Then, after reading each statement carefully, circle the number that corresponds most closely to your need. Respond to each statement honestly — no one except the counselling staff and advisory subcommittee of the school council will have access to your responses, and your name does not appear on the survey form. When everyone has completed the survey, your teacher will collect them and send them to the office.

**ELEMENTARY SCHOOL NEEDS ASSESSMENT
GRADES 4–6
STUDENT SURVEY**

Circle Your Grade: 4 5 6

Instructions: Circle the number that best describes your feelings

	Almost Always	Usually	Some Times	Almost Never
1. I need to learn how to feel better about myself.	4	3	2	1
2. I need to understand myself better.	4	3	2	1
3. I need to learn how to tell others how I feel	4	3	2	1
4. I need to better understand the effects of alcohol and drugs.	4	3	2	1
5. I need to understand death.	4	3	2	1
6. I need to understand separation and divorce.	4	3	2	1
7. I need to know more about the needs and feelings of others.	4	3	2	1
8. I need to know how others see and feel about me.	4	3	2	1
9. I need to better understand what my parents expect of me.	4	3	2	1
10. I need help in getting along better with members of my family.	4	3	2	1
11. I need help in participating in social groups that are satisfying to me.	4	3	2	1
12. I need to become aware of different kinds of social groups.	4	3	2	1
13. I need to know more about school policies and rules.	4	3	2	1
14. I need to understand how I am progressing in each class and how I can improve my work.	4	3	2	1
15. I need to know how to study better.	4	3	2	1
16. I need to become more aware of the services available through the counselling program.	4	3	2	1
17. I need to do more work at school and at home.	4	3	2	1
18. I need to know more about possible careers and the world of work.	4	3	2	1
19. I need to know what I must do to prepare for work I want to do in the future.	4	3	2	1
20. I need to learn more about the difference between work time and free time.	4	3	2	1

_____ **ELEMENTARY SCHOOL**
Comprehensive School Guidance and Counselling Program Needs
Assessment
Parent Survey

Explanation of Survey: The counselling staff and the school council of _____ School request your assistance in identifying the needs of students, parents, teachers/administrators and the community in our school district. With your help, the counselling staff can address priority needs more effectively.

Instructions: After completing the requested information at the top of the survey, read each statement carefully and then circle the number that you believe most closely corresponds to the need.

When you have completed the survey, return it to the office. Please respond to this survey within five days. Thank you for your interest and assistance.

ELEMENTARY SCHOOL NEEDS ASSESSMENT
PARENT SURVEY

Circle the grade level(s) of your child: K 1 2 3 4 5 6

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Sometimes	Almost Never
1. My child needs to develop self-awareness and self-acceptance.	4	3	2	1
2. My child needs to understand himself/herself.	4	3	2	1
3. My child needs to learn to share his/her feelings with others.	4	3	2	1
4. My child needs to be educated about drugs and alcohol, and their effects.	4	3	2	1
5. My child needs to learn how to deal with death and dying.	4	3	2	1
6. My child needs to learn how to deal with parental divorce.	4	3	2	1
7. Children need to learn how to be more accepting and kinder to others.	4	3	2	1
8. My child needs to learn to communicate with peers.	4	3	2	1
9. My child needs to be more aware of parent expectations.	4	3	2	1
10. My child needs to learn to get along better with family members.	4	3	2	1
11. My child needs to learn how to make and keep friends.	4	3	2	1
12. My child needs to learn to share with others.	4	3	2	1
13. My child needs more information about school policies and rules.	4	3	2	1
14. My child needs to learn how school learning applies to the out-of-school environment.	4	3	2	1
15. My child needs to improve his/her study habits.	4	3	2	1
16. My child needs to learn more about available counselling services.	4	3	2	1
17. My child needs to learn to help more at home.	4	3	2	1
18. My child needs to learn about various jobs in the community.	4	3	2	1
19. My child needs to understand the effect work has on one's life.	4	3	2	1
20. My child needs to learn about leisure activities.	4	3	2	1
21. I need to know more about the counselling program.	4	3	2	1
22. I need more information regarding educational opportunities for my child.	4	3	2	1
23. I need to learn more effective parenting skills.	4	3	2	1
24. I need to visit with the counsellor concerning my child's needs.	4	3	2	1
25. I need to develop a better relationship with my child's teachers.	4	3	2	1

_____ **ELEMENTARY SCHOOL**
Comprehensive School Guidance and Counselling Program Needs
Assessment
Teacher/Administrator Survey

Explanation of Survey: The counselling staff and the school council of _____ School request your assistance in identifying the needs of students, parents, teachers/administrators and the community in our school district. With your help, the counselling staff can address priority needs more effectively.

Instructions: After completing the requested information at the top of the survey, read each statement carefully and then circle the number that you believe most closely corresponds to the need.

When you have completed the survey, return it to the office. Please respond to this survey within five days. Thank you for your interest and assistance.

**ELEMENTARY SCHOOL NEEDS ASSESSMENT
TEACHER/ADMINISTRATOR SURVEY**

Circle the grade level(s) you teach or supervise: K 1 2 3 4 5 6

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Sometimes	Almost Never
1. Students need help in gaining awareness of their feelings about self.	4	3	2	1
2. Students need help in understanding themselves and others.	4	3	2	1
3. Students need to learn to deal with their feelings.	4	3	2	1
4. Students need to know about the dangers of drugs and alcohol.	4	3	2	1
5. Students need to know how to deal with death and dying.	4	3	2	1
6. Students need to learn how to deal with parental divorce.	4	3	2	1
7. Students need to learn to be more accepting and kinder to their peers.	4	3	2	1
8. Students need to learn to communicate more effectively with their peers.	4	3	2	1
9. Students need to learn to communicate more effectively with parents.	4	3	2	1
10. Students need to learn how to get along better with their families.	4	3	2	1
11. Students need to learn how to deal with peer pressure.	4	3	2	1
12. Students need to learn how to work within the social group.	4	3	2	1
13. Students need to know more about the school policies and rules.	4	3	2	1
14. Students need to understand the importance of making good grades.	4	3	2	1
15. Students need help in learning study skills.	4	3	2	1
16. Students need to learn more about services offered by the counsellor.	4	3	2	1
17. Students need to learn to help their teachers and parents.	4	3	2	1
18. Students need to learn about different jobs in the community.	4	3	2	1
19. Students need to understand why people work.	4	3	2	1
20. Students need to learn new hobbies and games that prepare them for enjoying leisure time activities.	4	3	2	1
21. I need to know more about reviewing and interpreting student records.	4	3	2	1

	Almost Always	Usually	Sometimes	Almost Never
22. I need to know more about referring students to the counsellor.	4	3	2	1
23. I need to know more about making student referrals for special education classes.	4	3	2	1
24. I need to know more about curriculum development and how to be more involved in this process.	4	3	2	1
25. I need to know how to more effectively meet the needs of my students.	4	3	2	1
26. I need to know more about classroom discipline models.	4	3	2	1
27. I need help in communicating with parents more effectively.	4	3	2	1
28. I need to develop a better relationship with the counsellor.	4	3	2	1
29. I need help learning to develop and conduct guided classroom activities.	4	3	2	1
30. I think the school needs to provide more opportunities for staff development via inservice workshops.	4	3	2	1

_____ JUNIOR HIGH SCHOOL
Comprehensive School Guidance and Counselling Program Needs
Assessment
Grades Seven, Eight, and Nine
Student Survey

Explanation of the Survey: The counselling staff and the school council of _____ School need your help in identifying what you believe are the needs of students in our school. Your responses on this survey will be of great value in helping develop a counselling program that will more effectively meet your needs as a student.

Instructions: Circle your grade level. Then, after reading each statement, circle the number which corresponds most closely to your need. Respond to each statement honestly—no one except the counselling staff and school council will have access to your responses, and your name does not appear on the survey form. When everyone has completed the survey, your teacher will collect them and send them to the office.

JUNIOR HIGH SCHOOL NEEDS ASSESSMENT
GRADES 7-9
STUDENT SURVEY

Circle Your Grade: 7 8 9

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Sometimes	Almost Never
1. I need to understand how feelings affect my behavior.	4	3	2	1
2. I need to learn how to express my feelings more honestly.	4	3	2	1
3. I need to understand death.	4	3	2	1
4. I need to understand separation and divorce.	4	3	2	1
5. I need to better understand the effects of alcohol and drugs.	4	3	2	1
6. I need to be responsible for my actions.	4	3	2	1
7. I need to stand up for myself in a group instead of being just a follower all the time.	4	3	2	1
8. I need to be more tolerant of people whose views differ from mine.	4	3	2	1
9. I need to know how to get along better with members of the opposite sex.	4	3	2	1
10. I need help in better understanding adults.	4	3	2	1
11. I need to better understand what my parents expect of me.	4	3	2	1
12. I need to talk more with the counsellor.	4	3	2	1
13. I need to become more fully aware of the services available through the counselling program.	4	3	2	1
14. I need to improve my study skills.	4	3	2	1
15. I need to learn how the things I study in school will be useful outside of school.	4	3	2	1
16. I need to know which courses are required and which are electives.	4	3	2	1
17. I need to learn how to take tests.	4	3	2	1
18. I need to know more about my ability to do school work.	4	3	2	1
19. I need to know more about what workers must learn to do for jobs I might like.	4	3	2	1
20. I need to make plans for developing abilities needed in my career interest areas.	4	3	2	1
21. I need to understand more about the effect work will have on my life.	4	3	2	1
22. I need to know how to find out what jobs are available to me locally.	4	3	2	1
23. I need to know how to apply for a job.	4	3	2	1
24. I need to know what to do and say in a job interview.	4	3	2	1

**JUNIOR HIGH SCHOOL NEEDS ASSESSMENT
PARENT SURVEY**

Circle the grade level of your child: 7 8 9

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Sometimes	Almost Never
1. My child needs to learn how feelings affect his/her behavior.	4	3	2	1
2. My child needs to learn to express his/her feelings honestly.	4	3	2	1
3. My child needs to learn how to deal with death and dying.	4	3	2	1
4. My child needs to learn how to deal with parental divorce.	4	3	2	1
5. My child needs to be educated about drugs and alcohol, and their effects.	4	3	2	1
6. My child needs to develop a sense of responsibility.	4	3	2	1
7. My child needs to become aware of personal expectations and attitudes of social groups and situations.	4	3	2	1
8. My child needs to learn to be more tolerant and accepting of people who are different.	4	3	2	1
9. My child needs to learn how to be friends with members of the opposite sex.	4	3	2	1
10. My child needs to learn to communicate with adults.	4	3	2	1
11. My child needs to be more aware of parental expectations.	4	3	2	1
12. My child needs to work with the counsellor.	4	3	2	1
13. My child needs to learn more about available counselling services.	4	3	2	1
14. My child needs to improve his/her study habits.	4	3	2	1
15. My child needs to learn how school learning applies to the out-of-school environment.	4	3	2	1
16. My child needs information about required and elective courses.	4	3	2	1
17. My child needs to learn how to take tests.	4	3	2	1
18. My child needs to know what his/her academic abilities are.	4	3	2	1
19. My child needs to learn how to identify requirements for career choices and to prepare for career goals.	4	3	2	1
20. My child needs to understand his/her interests, abilities and aptitudes.	4	3	2	1
21. My child needs to understand the effect work has on one's life.	4	3	2	1

	Almost Always	Usually	Sometimes	Almost Never
22. My child needs information about jobs in the community.	4	3	2	1
23. My child needs to know how to apply for a job.	4	3	2	1
24. My child needs to know what to say and do during a job interview.	4	3	2	1
25. I need to know more about the counselling program.	4	3	2	1
26. I need more information regarding educational opportunities for my child.	4	3	2	1
27. I need information about the special education program.	4	3	2	1
28. I need to learn more effective parenting skills.	4	3	2	1
29. I need to visit with the counsellor concerning my child's needs.	4	3	2	1
30. I need to develop a better relationship with my child's teachers.	4	3	2	1

**JUNIOR HIGH SCHOOL NEEDS ASSESSMENT
TEACHER/ADMINISTRATOR SURVEY**

Circle the grade level(s) you teach or supervise: 7 8 9

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Sometimes	Almost Never
1. Students need to understand themselves and their actions.	4	3	2	1
2. Students need help in gaining awareness of their feelings about self.	4	3	2	1
3. Students need to know how to deal with death and dying.	4	3	2	1
4. Students need to learn how to deal with parental divorce.	4	3	2	1
5. Students need to know about the dangers of drugs and alcohol.	4	3	2	1
6. Students need to learn to take responsibility for their actions.	4	3	2	1
7. Students need to learn to make their own decisions rather than follow the group.	4	3	2	1
8. Students need to be more tolerant of people whose views, appearances or actions differ from their own.	4	3	2	1
9. Students need to learn how to establish friendships with members of the opposite sex.	4	3	2	1
10. Students need to learn to communicate more effectively with adults.	4	3	2	1
11. Students need to be aware of parental expectations.	4	3	2	1
12. Students need to spend more time with the counsellor.	4	3	2	1
13. Students need to learn more about services offered by the counsellor.	4	3	2	1
14. Students need help in learning study skills.	4	3	2	1
15. Students need to learn more about the importance of success in school.	4	3	2	1
16. Students need to learn more about course requirements.	4	3	2	1
17. Students need to learn how to take tests.	4	3	2	1
18. Students need to be more aware of their academic abilities.	4	3	2	1
19. Students need to learn about necessary training and skills for various jobs.	4	3	2	1
20. Students need to explore their interests, abilities and aptitudes.	4	3	2	1
21. Students need to understand the effect work has on life.	4	3	2	1
22. Students need to know about jobs that are available to them.	4	3	2	1
23. Students need to know how to apply for a job.	4	3	2	1

	Almost Always	Usually	Sometimes	Almost Never
24. Students need to know what to say and do in a job interview.	4	3	2	1
25. I need to know more about reviewing and interpreting student records.	4	3	2	1
26. I need to know more about referring students to the counsellor.	4	3	2	1
27. I need to know more about making student referrals for special education classes.	4	3	2	1
28. I need to know more about curriculum development and how to be more involved in this process.	4	3	2	1
29. I need help in communicating with parents more effectively.	4	3	2	1
30. I think the school needs to provide more opportunities for staff development via inservice workshops.	4	3	2	1

_____ **SENIOR HIGH SCHOOL**
Comprehensive School Guidance and Counselling Program Needs
Assessment
Grades Ten, Eleven, and Twelve
Student Survey

Explanation of survey: The counselling and administrative staff and the school council of _____ School need your help in identifying what you believe are the needs of students, parents, school personnel and the community that can be served by school counsellors and the counselling program. The following survey will be of great value in helping us identify needs, and it will indicate the areas that you are satisfied with.

Instructions: Please respond to all information on the top of the survey instrument and then follow the directions listed above the survey. When you have completed all items, your teacher will collect the surveys and return them to office.

**SENIOR HIGH SCHOOL NEEDS ASSESSMENT
GRADES 10–12
STUDENT SURVEY**

Circle your grade: 10 11 12

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

PERSONAL DOMAIN

	Almost Always	Usually	Sometimes	Almost Never
1. I need to learn to experience self-awareness and self-acceptance.	4	3	2	1
2. I need to understand myself and my actions.	4	3	2	1
3. I need to be aware of my strengths and weaknesses.	4	3	2	1
4. I need to be more honest with others about how I really feel.	4	3	2	1
5. I need to learn to deal with my feelings in effective ways.	4	3	2	1
6. I need to learn to deal with death and dying.	4	3	2	1
7. I need to learn to deal with parental divorce.	4	3	2	1
8. I need to be educated about drugs and alcohol, and their effects on my life.	4	3	2	1

SOCIAL DOMAIN

9. I need to learn to share my needs, ideas and feelings with others.	4	3	2	1
10. I need to learn to stand up for myself in a group.	4	3	2	1
11. I need to learn to be more tolerant of people whose views, appearance or actions differ from my own.	4	3	2	1
12. I need to learn about love, marriage and family living.	4	3	2	1
13. I need to learn how to get along better with members of my family.	4	3	2	1
14. I need to learn how to help my parents accept my friends.	4	3	2	1
15. I need to become more aware of my responsibilities at home.	4	3	2	1
16. I need to learn to work with counsellors and administrators.	4	3	2	1

EDUCATIONAL DOMAIN

17. I need to become aware of available counselling services.	4	3	2	1
18. I need information about graduation requirements.	4	3	2	1
19. I need to improve my study skills and habits.	4	3	2	1

	Almost Always	Usually	Sometimes	Almost Never
20. I need to develop test-taking skills.	4	3	2	1
21. I need to improve my ability to concentrate.	4	3	2	1
22. I need help in understanding my standardized test scores.	4	3	2	1
23. I need to learn how to apply school learning to the out-of-school environment.	4	3	2	1
24. I need information about educational alternatives after high school.	4	3	2	1
25. I need to explore my interests, abilities and aptitudes.	4	3	2	1
26. I need information about training, skills required and the future of certain occupations.	4	3	2	1
27. I need information about the job market.	4	3	2	1
28. I need to know how to pursue a definite career plan.	4	3	2	1
29. I need help in selecting my career goals.	4	3	2	1
30. I need to learn how to identify the requirements for my career choices.	4	3	2	1
31. I need the opportunity for on-the-job experience in my career interest area.	4	3	2	1

**SENIOR HIGH SCHOOL NEEDS ASSESSMENT
PARENT SURVEY**

Circle the grade level of your child: 10 11 12

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Sometimes	Almost Never
1. My child needs to learn to experience self-awareness and self-acceptance.	4	3	2	1
2. My child needs to understand himself/herself and his/her actions.	4	3	2	1
3. My child needs to be aware of his/her strengths and weaknesses.	4	3	2	1
4. My child needs to be more honest with others about how he/she really feels.	4	3	2	1
5. My child needs to learn to deal with his/her feelings in effective ways.	4	3	2	1
6. My child needs to learn to deal with death and dying.	4	3	2	1
7. My child needs to learn to deal with parental divorce.	4	3	2	1
8. My child needs to be educated about drugs and alcohol, and their effects on life.	4	3	2	1
9. My child needs to learn to share his/her needs, ideas and feelings with others.	4	3	2	1
10. My child needs to learn to stand up for himself/herself in a group.	4	3	2	1
11. My child needs to learn to be more tolerant of people whose views, appearance or actions differ from his/her own.	4	3	2	1
12. My child needs to learn about love, marriage and family living.	4	3	2	1
13. My child needs to learn how to get along better with members of his/her family.	4	3	2	1
14. My child needs to learn how to help us to accept his/her friends.	4	3	2	1
15. My child needs to become more aware of his/her responsibilities at home.	4	3	2	1
16. My child needs to learn to work with the counsellor and administrators.	4	3	2	1
17. My child needs to become aware of available counselling services.	4	3	2	1
18. My child needs information about graduation requirements.	4	3	2	1
19. My child needs to improve his/her study skills and habits.	4	3	2	1

	Almost Always	Usually	Sometimes	Almost Never
20. My child needs to develop test-taking skills.	4	3	2	1
21. My child needs to improve his/her ability to concentrate.	4	3	2	1
22. My child needs help in understanding his/her standardized tests scores.	4	3	2	1
23. My child needs to learn how to apply school learning to the out-of-school environment.	4	3	2	1
24. My child needs information about educational alternatives after high school.	4	3	2	1
25. My child needs to explore his/her interests, abilities and aptitudes.	4	3	2	1
26. My child needs information about training, skills required and the future of certain occupations.	4	3	2	1
27. My child needs information about the job market.	4	3	2	1
28. My child needs to know how to pursue a definite career plan.	4	3	2	1
29. My child needs help in selecting his/her career goals.	4	3	2	1
30. My child needs to learn how to identify the requirements for his/her career choices.	4	3	2	1
31. My child needs the opportunity for on-the-job experience in his/her career interest area.	4	3	2	1
32. My child needs to understand the effect work has on his/her life.	4	3	2	1
33. I need to know what my child's standardized test scores mean.	4	3	2	1
34. I need to know more about the counselling program and what services the counsellor can provide me as a parent.	4	3	2	1
35. I need more information regarding educational opportunities for my child.	4	3	2	1
36. I need to learn more effective parenting skills.	4	3	2	1
37. I need to visit the counsellor concerning my child's needs.	4	3	2	1
38. I need to develop a better relationship with my child's teachers.	4	3	2	1
39. I need information on how to apply for financial aid for my child's college education.	4	3	2	1
40. I need information regarding job opportunities for my child.	4	3	2	1

_____ SENIOR HIGH SCHOOL
Comprehensive School Guidance and Counselling Program Needs
Assessment
Teacher/Administrator Survey

The counselling and administrative staff and the school council of _____ School need your help in identifying what you believe are the needs of students, parents, school personnel and the community that can be served by the school counsellors and the counselling program. The following survey will be of great value in helping us identify needs, and it will indicate the areas you are satisfied with.

If you have any questions, see the counsellor. When you have completed the survey, return it to the office. Please return your completed survey within five days. Thank you for your time and interest.

**SENIOR HIGH NEEDS ASSESSMENT
TEACHER/ADMINISTRATOR SURVEY**

Circle the grade level(s) you teach or supervise: 10 11 12

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Sometimes	Almost Never
1. Students need to learn to experience self-awareness and self-acceptance.	4	3	2	1
2. Students need to understand themselves and their actions.	4	3	2	1
3. Students need to be aware of their strengths and weaknesses.	4	3	2	1
4. Students need to be more honest with others about how they really feel.	4	3	2	1
5. Students need to learn to deal with their feelings in effective ways.	4	3	2	1
6. Students need to learn to deal with death and dying.	4	3	2	1
7. Students need to learn to deal with parental divorce.	4	3	2	1
8. Students need to be educated about drugs and alcohol and their effects on life.	4	3	2	1
9. Students need to learn to share their needs, ideas and feelings with others.	4	3	2	1
10. Students need to learn to stand up for themselves in a group.	4	3	2	1
11. Students need to learn to be more tolerant of people whose views, appearance or actions differ from their own.	4	3	2	1
12. Students need to learn about love, marriage and family living.	4	3	2	1
13. Students need to learn how to get along better with members of their family.	4	3	2	1
14. Students need to learn how to help their parents accept their friends.	4	3	2	1
15. Students need to become more aware of their responsibilities at home.	4	3	2	1
16. Students need to learn to work with the counsellors and administrators.	4	3	2	1
17. Students need to become aware of available counselling services.	4	3	2	1
18. Students need information about graduation requirements.	4	3	2	1
19. Students need to improve their study skills and habits.	4	3	2	1
20. Students need to develop test-taking skills.	4	3	2	1
21. Students need to improve their ability to concentrate.	4	3	2	1

	Almost Always	Usually	Sometimes	Almost Never
22. Students need help in understanding their standardized test scores.	4	3	2	1
23. Students need to learn how to apply school learning to the out-of-school environment.	4	3	2	1
24. Students need information about educational alternatives after high school.	4	3	2	1
25. Students need to explore their interests, abilities and aptitudes.	4	3	2	1
26. Students need information about training, skills required and the future of certain occupations.	4	3	2	1
27. Students need information about the job market.	4	3	2	1
28. Students need to know how to pursue a definite career plan.	4	3	2	1
29. Students need help in selecting their career goals.	4	3	2	1
30. Students need to learn how to identify the requirements for their career choices.	4	3	2	1
31. Students need the opportunity for on-the-job experience in their career interest area.	4	3	2	1
32. Students need to understand the effect work has on life.	4	3	2	1
33. I need to know more about reviewing and interpreting student records.	4	3	2	1
34. I need to know more about referring students to the counsellor.	4	3	2	1
35. I need to know more about making student referrals for special education classes.	4	3	2	1
36. I need to know more about curriculum development and how to be more involved in this process.	4	3	2	1
37. I need to know how to meet the needs of all my students.	4	3	2	1
38. I need to know how to communicate more openly with students.	4	3	2	1
39. I need help in communicating with parents more effectively.	4	3	2	1
40. I need to develop a better relationship with the counsellor.	4	3	2	1
41. I need more information on college and vocational opportunities for my students.	4	3	2	1
42. I think the school needs to provide more opportunities for staff development via inservice workshops.	4	3	2	1

**Comprehensive School Guidance and Counselling Program
Needs Assessment**

**Survey of Students, Parents, Teachers/Administrators,
and Other Community Members**

Explanation of Survey: The counselling and administrative staff and the school council need your help in identifying, what you believe are, the needs of students, parents, school personnel and the community that can be served by the school counsellors and the counselling program. Your responses to the following statements will be of great value in helping us identify needs, and they will indicate the areas you are satisfied with. For each statement, please indicate whether you think there is a:

1. **HIGH NEED**—Students are not receiving help in this area and there is a definite need for counsellor attention.
2. **MEDIUM NEED**—Students are receiving some help in this area which should be continued.
3. **LOW NEED**—Students have received adequate help in this area, or students do not need help in this area.

Instructions for Interviewer: After reading the above explanation of the purpose of the interview and rating criteria, read each statement, circle the response, and add comments if you wish.

ANALYSING AND EVALUATING NEEDS ASSESSMENT INSTRUMENTS

The school council should analyze and evaluate all data obtained from the needs assessment surveys, and use it to establish clear directions for the program.

Student workers in the office could compile results, and computer analysis could be used to rank each need for each group (students, parents, teachers, etc.). The school council should study the rankings for each group and then decide how much weight to give each ranking. Students often rank some needs as a top priority while parents and teachers rank them lower, or vice versa. The school council may decide to give student rankings a higher weighting in some areas. More investigation, for example, interviews with students, should be done when wide differences occur in priority rankings.

The first year should be devoted to completing the needs assessment, establishing priorities and developing goals for addressing the highest priorities. Most jurisdictions will want to begin planning for only the top three to five priority needs during the first year. Implementation of programs to address the top three to five priorities should be continued for at least one year before additional priority needs are addressed. The school council, counselling staff and administrative staff will want to keep in mind that an excellent counselling program has to evolve over an extended period—often as long as five or six years.

NEEDS ASSESSMENT SURVEY

Check all items that apply: Student _____ Parent _____
 Teacher _____ Administrator _____
 Grade Level _____ Community Member _____

Please rate the need for students to do the following:

PERSONAL DOMAIN				
STATEMENT	H	M	L	COMMENTS, IF ANY
1. Develop self-awareness and self-acceptance.	1	2	3	
2. Learn to deal with their feelings in effective ways.	1	2	3	
3. Know how to plan and use time well.	1	2	3	
4. Be educated about drugs and alcohol, and their effects.	1	2	3	
5. Be taught sex education in school.	1	2	3	
6. Develop good decision-making skills.	1	2	3	
7. Develop a sense of responsibility.	1	2	3	
EDUCATIONAL DOMAIN				
8. Learn to listen to other people as well as to learn to share needs, ideas and feelings.	1	2	3	
9. Become aware of personal expectations and attitudes of social groups and situations.	1	2	3	
10. Understand and interact with peers.	1	2	3	
11. Learn about love, marriage, and family interaction.	1	2	3	
12. Become more aware of responsibilities in the home.	1	2	3	
13. Understand and interact with adults.	1	2	3	
14. Adjust to and become knowledgeable about the school environment.	1	2	3	
15. Become aware of available counselling services.	1	2	3	
16. Improve their study skills and habits.	1	2	3	
17. Apply school learning to the out-of-school environment.	1	2	3	
CAREER DOMAIN				
18. Explore a wide range of career options.	1	2	3	
19. Explore a suitable career choice compatible with the student's interests, abilities and attitudes.	1	2	3	
20. Identify requirements for career choices and to prepare for career goals.	1	2	3	
21. Understand the effect work has on one's life.	1	2	3	

**SAMPLE RANKING SHEET:
AN ELEMENTARY SCHOOL NEEDS ASSESSMENT RESULTS**

Note. Statements receiving the highest total numbers in the survey forms are the top priority needs.

LEVEL: Elementary (Grades K–6)

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin. Rankings
Personal Domain				
1. Develop self-awareness and self-acceptance.	3	1	1	1
2. Understand themselves.	6	5	6	6
3. Learn to share feelings with others.	5	6	2	5
4. Education about drugs and alcohol, and their effects.	4	4	3	3
5. Understand death and dying.	2	3	4	2
6. Learn how to deal with parental divorce.	1	2	5	3
Social Domain				
7. Learn to be more accepting and kinder to others.	4	3	2	2
8. Learn to communicate with peers.	5	5	6	4
9. Become more aware of parents' expectations.	2	4	1	3
10. Learn to get along better with family members.	6	6	4	6
11. Learn how to make and keep friends.	1	1	3	1
12. Learn to share with others.	3	2	5	5
Educational Domain				
13. Receive more information about school policies and rules.	3	1	4	4
14. Learn how school learning applies to the out-of-school environment.	4	4	2	3
15. Improve study habits.	2	3	1	2
16. Learn more about available counselling services.	1	2	3	1
Career Domain				
17. Learn to help more at home.	4	4	1	4
18. Learn about various jobs in the community.	1	3	3	1
19. Understand the effect work has on one's life.	3	1	3	4
20. Learn about leisure activities.	2	2	4	2

SAMPLE RANKING SHEET

AN ELEMENTARY SCHOOL NEEDS ASSESSMENT RESULTS

Rankings by the school council.

PERSONAL DOMAIN

1. Need to feel better about self (self-awareness and self-acceptance).
2. Need to understand death and dying.
3. Need to understand separation and divorce.

SOCIAL DOMAIN

1. Need to learn how to make and keep friends (participating in satisfying social groups).
2. Need to understand parental expectations.
3. Need to learn to be more accepting and kinder to others.

EDUCATIONAL DOMAIN

1. Need to become more aware of the services available through the counselling process.
2. Need to improve study habits.
3. Need to understand how school learning applies to the out-of-school environment.

CAREER DOMAIN

1. Need to learn about various jobs in the community.
2. Need to understand the effect work has on one's life.
3. Need to learn about leisure activities.

**SAMPLE RANKING SHEET:
A JUNIOR HIGH SCHOOL NEEDS ASSESSMENT RESULTS**

Note. Statements receiving the highest total numbers in the survey forms are the top priority needs.

LEVEL: Junior High (Grades 7–9)

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin. Rankings
Personal Domain				
1. Understand how feelings affect behavior.	5	6	6	4
2. Learn how to express feelings more honestly.	3	4	2	5
3. Understand death.	4	5	3	6
4. Understand separation and divorce.	1	2	4	2
5. Understand the effects of drugs and alcohol.	2	1	1	1
6. Learn to be responsible for one's own actions.	6	3	5	3
Social Domain				
7. Learn to stand up for self in a group.	3	1	1	3
8. Learn to be more tolerant of people with differing views.	5	2	6	2
9. Learn how to get along better with members of the opposite sex.	1	3	5	5
10. Learn to understand adults better.	6	5	3	6
11. Understand parental expectations.	2	4	2	4
12. Talk more with the counsellor.	4	6	4	1
Educational Domain				
13. Learn about services available through the counselling program.	1	2	3	1
14. Learn study skills.	3	1	2	2
15. Learn how things studied in school will be useful outside of school.	5	5	6	5

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin. Rankings
16. Learn which courses are required and which are electives.	6	6	5	6
17. Learn how to take tests.	2	3	1	3
18. Improve ability to do school work.	4	4	4	4
Career Domain				
19. Find out what workers must learn to do for jobs I might like.	2	4	2	3
20. Learn to make plans for developing abilities in career interest areas.	6	1	5	4
21. Understand more about the effect work has on life.	3	5	1	1
22. Find out what jobs are available locally.	5	2	6	6
23. Learn how to apply for a job.	1	3	3	2
24. Learn what to do and say in a job interview.	4	6	4	5

SAMPLE RANKING SHEET

A JUNIOR HIGH SCHOOL NEEDS ASSESSMENT RESULTS

Rankings by the school council.

PERSONAL DOMAIN

1. Need to better understand the effects of alcohol and drugs.
2. Need to understand separation and divorce.
3. Need to learn how to express feelings more honestly.

SOCIAL DOMAIN

1. Need to stand up for self in a group instead of being a follower all the time.
2. Need to better understand parents' expectations.
3. Need to know how to get along better with members of the opposite sex.

EDUCATIONAL DOMAIN

1. Need to become more fully aware of the services available through the counselling program.
2. Need to improve study habits.
3. Need to learn how to take tests.

CAREER DOMAIN

1. Need to know how to apply for a job.
2. Need to understand more about the effect work has on one's life.
3. Need to know more about what workers must learn to do for jobs I might like.

**SAMPLE RANKING SHEET:
A SENIOR HIGH SCHOOL NEEDS ASSESSMENT RESULTS**

Note: Statements receiving the highest total numbers in the survey forms are the top priority needs.

LEVEL: Senior High (Grades 10–12)

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin. Rankings
Personal Domain				
1. Develop self-awareness and self-acceptance.	6	2	5	6
2. Understand themselves and their actions.	4	3	4	4
3. Be aware of their strengths and weaknesses.	5	4	6	5
4. Be more honest with others about how they feel.	8	1	7	8
5. Learn to deal with feelings in effective ways.	2	7	3	3
6. Learn to deal with death and dying.	7	8	8	7
7. Learn to stand up for self in a group.	3	1	1	3
8. Learn to be more tolerant of people with differing views.	5	2	6	2
Social Domain				
9. Share needs, ideas and feelings with others.	4	2	1	2
10. Learn to stand up for themselves in a group.	1	1	2	1
11. Learn to be more tolerant of people whose views, appearance, or actions differ from their own.	7	3	3	3
12. Learn about love, marriage, and family living.	4	6	4	1
13. Learn to get along better with family members.	3	6	3	5
14. Learn how to help parents accept friends.	3	1	2	2
15. Become more aware of responsibilities at home.	8	7	7	8

Educational Domain				
16. Become aware of available counselling services.	6	1	6	6
17. Receive information about graduation requirements.	7	2	7	7
18. Improve study skills and habits.	8	3	8	5
19. Develop test-taking skills.	2	4	1	2
20. Improve the ability to concentrate.	1	5	3	1
21. Understand standardized test scores.	4	6	4	8
22. Apply school learning to out-of-school environment.	3	7	2	3
Career Domain				
23. Receive information about educational alternatives after high school.	5	8	5	4
24. Explore interests, abilities and aptitudes.	6	2	5	8
25. Learn about skills for and future of certain occupations.	2	3	8	2
26. Receive information on a job market.	4	4	1	5
27. Pursue a definite career plan.	5	6	3	4
28. Prepare for career.	1	7	6	6
29. Identify requirements for career choices.	3	8	4	3
30. Gain on-the-job experience in career interest area.	8	1	2	1
31. Understand the effect work has on one's life.	7	5	7	7

SAMPLE RANKING SHEET

A SENIOR HIGH SCHOOL NEEDS ASSESSMENT RESULTS

Rankings by the school council.

PERSONAL DOMAIN

1. Need to learn to deal with divorce.
2. Need to better understand drugs and alcohol, and their effects.
3. Need to understand themselves and their actions.

SOCIAL DOMAIN

1. Need to learn to stand up for themselves in a group.
2. Need to share needs, ideas and feelings with others.
3. Need to be more tolerant of people whose views, appearance or actions differ from their own.

EDUCATIONAL DOMAIN

1. Need to develop test-taking skills.
2. Need to improve their ability to concentrate.
3. Need to apply school learning to out-of-school environment.

CAREER DOMAIN

1. Need to gain on-the-job experience in career interest area.
2. Need information on the job market.
3. Need to learn skills for and about future of certain occupations.

Concept Mapping—A New Approach to Needs Assessment

An important step toward accountability is to determine what roles and functions are required to fulfill expectations. The concept mapping process provides a means of analyzing expectations in order to identify the most suitable roles and functions for the counsellor. Concept mapping can help the counsellors examine a wide variety of tasks to determine how they might be grouped. It is an efficient means of identifying primary roles and functions. By identifying clusters of tasks for the Counselling Program Plan, a school can ensure that each major group of tasks is included.

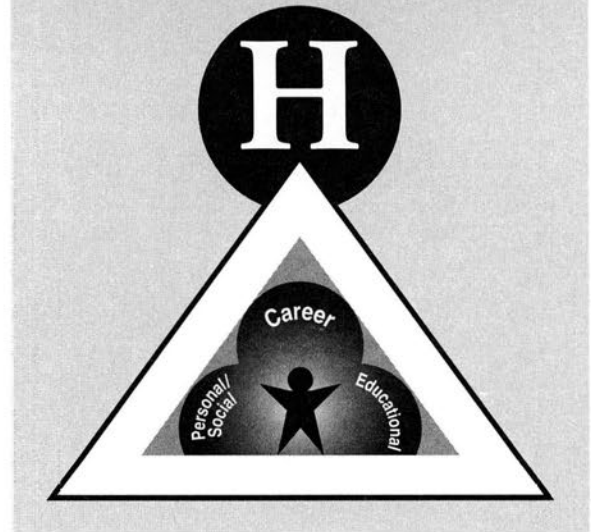
If the counsellor wishes to employ an outcomes-based approach, the clusters provide a useful framework for specifying indicators and outcomes. During staff changes and transitions, administrators could use a concept map to provide a concise view of expectations and priorities.

Concept maps provide information for planning, and a framework for developing evaluation processes. By showing the conceptual basis underlying varied tasks, concept maps can indicate major areas to be considered in evaluation. Task statements can easily be converted to a questionnaire or rating format.

For more information on concept mapping, see:

Edwards, M. (1995). *Using concept mapping to understand parent expectations*. M. Ed. project. Department of Educational Psychology, University of Alberta.

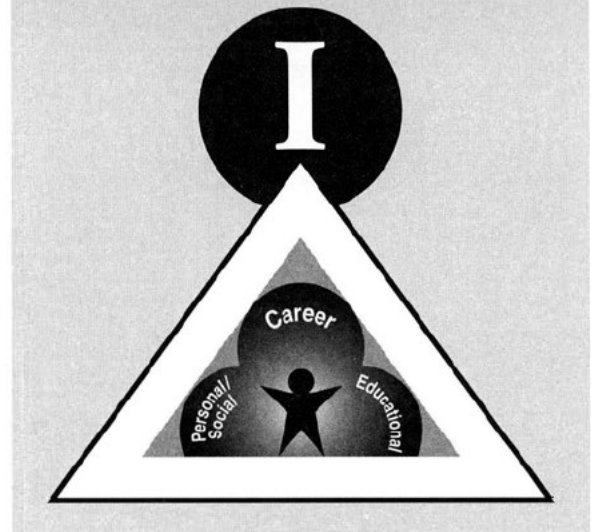
Trochim, W. M. K. (1989). *An Introduction to Concept Mapping for Planning and Evaluation*, Evaluation and Program Planning 12, 1-16.



A Sample Checklist for Assessing a Counselling Program Plan

**A SAMPLE CHECKLIST FOR ASSESSING A COUNSELLING
PROGRAM PLAN (CPP)**

1. Has a committee been established which includes representation from the various stakeholders?	Yes	No
2. Have the needs of the school community been assessed?	Yes	No
3. Have the identified needs been categorized according to grade or division?	Yes	No
4. Are the needs stated according to assigned priorities?	Yes	No
5. Have resources (human, material, financial, time, community) been determined?	Yes	No
6. Is there a statement of guiding principles?	Yes	No
7. Have expectations been defined regarding both guidance and counselling functions?	Yes	No
8. Do expectations include all students and each domain (educational growth and development, personal/social growth and development, and career growth and development)?	Yes	No
9. Is there a year plan of scheduled activities?	Yes	No
10. Have student competencies been described?	Yes	No
11. Have different strategies and roles been considered in planning how to address needs and meet expectations?	Yes	No
12. Does the CPP incorporate both short-term and long-term goals?	Yes	No
13. Has the CPP been communicated and made available to all members of the school community?	Yes	No
14. Does the CPP include considerations for record keeping, scheduling and adapting to change?	Yes	No
15. Will the CPP enable assessment of programs and services and ongoing planning?	Yes	No



Instruments to Assess Students' Study and Test-Taking Habits

STUDY TIPS
SELF-RATING CHART REGARDING YOUR STUDY HABITS

	Never 0	Sometimes 1	Often 3	Always 5
1. Do you make a schedule for your study time?				
2. Do you follow a schedule?				
3. Do you write down or mark carefully each day's assignments?				
4. Do you find time to read novels and stories?				
5. Do you review the last lesson before you start on the next?				
6. Do you begin your work at once without wasting time?				
7. Do you complete each lesson that is assigned?				
8. Does having a radio or TV turned on bother you when you study?				
9. Do you exercise regularly to maintain physical fitness?				
10. Do you keep your mind constantly on your work without day dreaming?				
11. Do you find enough time to complete each day's assigned homework?				
12. Do you read difficult parts of your lesson a second time?				
13. Do you make outlines or jot down notes when you read your lesson?				
14. Do you check over work completed?				
15. Do you understand content of what was read and recall details the next day?				
16. Do you look up all new words in a dictionary?				
17. Do interruptions by telephone, friends or family bother you when you are studying?				
18. Do you study in a quiet place at home?				
19. Do you study in the same place at home?				
20. Do you make an outline before writing an assignment?				

SCORE YOURSELF:

MY TOTAL SCORE OUT OF 100 IS: _____ DIVIDED BY 20

MY STUDY HABIT "AVERAGE SCORE" _____

INTERPRETATION: 0–2 Pay close attention. This will help you!
 2–4 Certain areas need improvement.
 4–5 Keep up the good work habits.

CHECKLIST OF STUDY AND TEST-TAKING HABITS

This checklist will help you look at your own studying and test-taking habits. For each item, put a check mark next to the answer that best describes what you do. To learn the most about your habits and what they mean, put down what you really do, not what you think you *should* do.

A. Study Habits at School

- _____ 1. My attendance at school is like this:
- _____ I miss some days because I don't feel like coming to school.
_____ I come every day except when I am sick.
_____ I often miss school because I don't feel like coming.
- _____ 2. When the teacher gives an assignment:
- _____ I write it down on a piece of paper and put it in my book.
_____ I don't usually write it down.
_____ I write it in my folder or memo book.
- _____ 3. When I get bored in class:
- _____ I talk to the students near me.
_____ I try to find something interesting in the subject.
_____ I do some of my other work.
- _____ 4. When I arrive for a class:
- _____ I always have all my materials (books, paper, pencils, etc.).
_____ I sometimes do not have some of my materials.
_____ I often do not have some of my materials.
- _____ 5. When the teacher is talking:
- _____ I nearly always listen carefully to what he or she is saying.
_____ I often think about other things.
_____ I sometimes think about other things.
- _____ 6. When there is something I don't understand in class:
- _____ I sometimes ask the teacher or my parents (when I get home).
_____ I usually ask the teacher or my parents (when I get home).
_____ I don't usually ask anybody about it.
- _____ 7. When I am absent:
- _____ I don't worry about making up the work.
_____ I talk to the teacher the next day about making up my work.
_____ I wait for the teacher to tell me what I missed.

Total study habits at school score: _____

B. Study Habits at Home

- _____ 1. When I study at home:
- _____ I do not have a regular time for studying.
 - _____ I have a regular time for studying.
 - _____ I have a regular time for studying but I have trouble sticking to it.
- _____ 2. When I have a hard homework assignment:
- _____ I try my best and ask my parents if I get stuck.
 - _____ I try my best.
 - _____ I skip the hard parts or don't do it at all.
- _____ 3. When I am reading and come to words I don't know:
- _____ I usually skip over them.
 - _____ I usually look them up in the dictionary.
 - _____ I sometimes look them up in the dictionary.
- _____ 4. When I have completed an assignment:
- _____ I look over it briefly.
 - _____ I put it away.
 - _____ I check it over carefully.
- _____ 5. I study in a room where:
- _____ The radio and TV are usually off and I am alone.
 - _____ The radio and TV are usually off.
 - _____ The radio or TV is usually on.
- _____ 6. If I have no written homework:
- _____ I don't study that night.
 - _____ I usually study my class notes or the textbook.
 - _____ I sometimes study my class notes or the textbook.
- _____ 7. When big tests or exams are coming up:
- _____ I study each subject several days ahead of time and again the night before the exam.
 - _____ I study for each exam the night before.
 - _____ I only study for the subjects I have low grades in.

Total study habits at home score: _____

C. Test-Taking Habits

_____ 1. After I have finished a test:

- _____ I try to be the first to turn it in.
- _____ I use all the time I have left to check my answers.
- _____ I check some of my answers.

_____ 2. When I begin a test:

- _____ I pay careful attention to the directions.
- _____ I read the directions quickly.
- _____ I sometimes skip over the directions.

_____ 3. When I am not sure of an answer:

- _____ I skip the question.
- _____ I skip the question and come back to it.
- _____ I make a guess right away and go on.

_____ 4. During exam week:

- _____ I make a special effort to get enough sleep.
- _____ I get about the same amount of sleep as usual.
- _____ I stay up later than usual to study some nights.

_____ 5. For short answer and discussion questions:

- _____ I often run out of time and leave them out.
- _____ I check my spelling and grammar carefully.
- _____ I write quickly to be sure I have enough time to finish.

_____ 6. While the class is taking an exam:

- _____ I keep quiet and still to try not to disturb others.
- _____ I sometimes get restless and start whispering to others.
- _____ I keep quiet but I move around a lot in my chair.

_____ 7. After I get a quiz or test back:

- _____ I look over the questions I got wrong and save it to study for tests or exams.
- _____ I correct my answers on the paper or a correction sheet or to study for later tests or exams.
- _____ I don't usually save my test papers.

Total test-taking habits score: _____

D. Study and Test-Taking Attitudes

_____ 1. When I take a test:

- _____ I just want to get it over with
- _____ I try to do the best I can.
- _____ I do enough to pass.

_____ 2. When I am in class:

- _____ I can usually find something interesting about all my classes.
- _____ I am usually bored.
- _____ I find some classes interesting and others boring.

_____ 3. This year at school:

- _____ I just want to get to the next grade.
- _____ I want to learn as much as I can.
- _____ I want to learn things, but I don't want to study much.

_____ 4. When I am with my friends:

- _____ I think they enjoy school most of the time.
- _____ I think they sometimes enjoy school.
- _____ I think they don't usually enjoy school.

_____ 5. When I am with my parents:

- _____ I sometimes talk to them about school.
- _____ I hardly ever talk to them about school.
- _____ I often talk to them about school.

_____ 6. When I think about the future:

- _____ I have many ideas about what job I would like.
- _____ I have one or two ideas about what job I would like.
- _____ I don't think about my future career much.

_____ 7. When I think about my goals:

- _____ I can see how what I learn at school will help me.
- _____ I don't see how what I learn at school will help me at all.
- _____ I think some things I learn at school will help me, but other things seem like a waste of time.

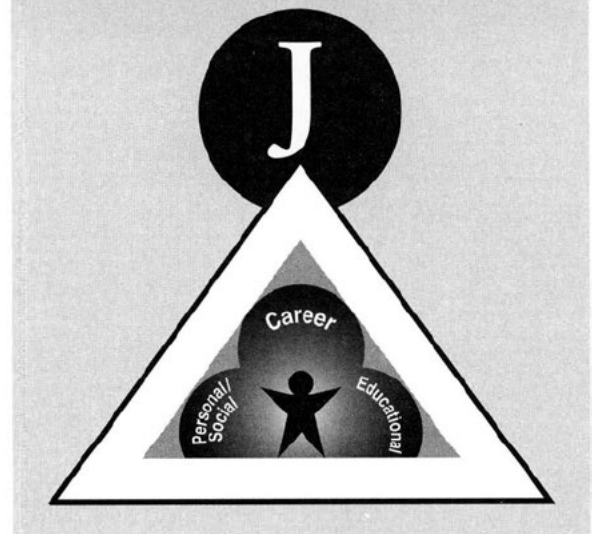
Total study and test-taking attitudes score: _____

KEY FOR “CHECKLIST OF STUDY AND TEST-TAKING HABITS”

Directions: Each question in the checklist has three possible answers. The numbers below correspond to the number of points that each answer receives.

Example: Part A—Question 1. If the student checks answer one, he gets 0 points, etc. Put the points received for each question on the line before the question number for easy adding of total scores.

A. Study Habits at School	B. Study Habits at Home	C. Test-Taking Habits	D. Study and Test-Taking Attitudes
1. 0 2 0	1. 0 2 1	1. 0 2 1	1. 0 2 1
2. 1 0 2	2. 0 1 0	2. 0 1 0	1. 2 0 1
3. 0 2 1	3. 0 2 1	3. 0 2 1	3. 0 2 1
4. 2 1 0	4. 1 0 2	4. 2 1 0	4. 2 1 0
5. 2 0 1	5. 2 1 0	5. 0 2 1	5. 1 0 2
6. 1 2 0	6. 0 2 1	6. 2 0 1	6. 2 1 0
7. 0 2 1	7. 2 1 0	7. 1 2 0	7. 2 0 1



Instruments to Assess Students' Social and Personal Needs

THE HIGH-RISK STUDENT INVENTORY

As a way of identifying and summarizing the majority of characteristics, self-perceptions or circumstances which have been associated with dropping out, Rey Carr (1991) has devised the following “High-Risk Inventory.” In these 24 items, a “yes” answer is associated with the likelihood of dropping out. The higher the percentage of “yes” answers, the greater the risk that a student will leave school prior to graduation.

Permission is granted to copy this inventory. We suggest it be used with students to initiate a discussion of:

- a) their perceptions of how each item might influence a decision to drop out of school
- b) what other options besides dropping out could be implemented as a solution to these circumstances
- c) what steps could be taken to change the conditions that contribute to these circumstances.

High-Risk Student Inventory		
	YES	NO
Is the relevance of a class the most important reason for choosing it?		
Is getting immediate feedback on progress important to you?		
Do you prefer doing things rather than reading about them?		
Do you consider yourself to be a knowledgeable person?		
Would you say that real learning begins when you leave school?		
Did you ever feel like just leaving your books in your locker, walking out and never coming back?		
Do you sometimes feel powerless to make changes in school?		
Do you think that for the most part school is boring?		
Does school get in the way of getting to know yourself better?		
Are you between 16 and 19 years old?		
Have you ever been retained in a grade?		
Are you a Native student?		
Do you believe that teachers and their methods could be significantly improved?		
Do you tend to skip class or be absent from school mostly on Fridays and Mondays?		
Do you think of yourself as being of at least average intelligence?		
Do you have relatives or friends who have dropped out of school?		
Have you transferred schools more than three times in the last six years?		
Do you feel you are seldom understood at school and at home?		
Was junior high school your first true experience of disliking school?		
Are teachers generally not interested in your individual progress and welfare?		
Do your parents generally give you minimal support and encouragement?		
Do you wish there were more extra-curricular activities at school?		
Do you tend to avoid seeing a counsellor or believe counselling services are inadequate?		

Source: "A Time To Care" (Edmonton Catholic Schools, 1991)

Teacher Alert System Personal/Social Guidance Assessment Instruments

The following personal/social guidance assessment instruments have been selected from the *Teacher Alert System* (Alberta Education, 1991).

These informal instruments can be used by either teachers or school counsellors in assisting students with specific personal/social concerns. Strict adherence to the ethical guidelines outlined in Appendix C is advised when administering these instruments and when interpreting and reporting results.

Family And Welfare Issues

Abuse and Neglect Indicators

This Checklist will alert teachers to some of the signs that may indicate a student is being abused or neglected. This area should be approached with caution: a student may be unkempt, appear hungry and have bruises but not be abused or neglected. If the student appears to have more pervasive problems however, it is worth paying attention to behaviors that are usually evident in instances of neglect and abuse.

Child abuse and neglect includes physical or mental injury, sexual abuse, negligent treatment or other maltreatment of a child by a person who is responsible for the child's welfare. It may include: ignoring, rejecting or isolating the child so s/he is deprived of emotional stimulation or the necessities of life such as food, clothing and shelter, terrorization by bullying, frightening or verbal assault, computing (stimulating the child to engage in destructive antisocial or other deviant behavior) and physical maltreatment. Child abuse is a complex problem with many causes including adverse effects of poverty and stress, and the abuser's having been an abused child. Abuse thrives best in an atmosphere of dislike and social isolation. Efforts at all levels are required to achieve a reduction of both physical and emotional cruelty toward children.

The first checklist suggests some signs that may alert the teacher to the possibility of emotional or physical abuse. The second checklist specifically looks at sexual abuse.

If a teacher suspects a problem in this area, he or she should keep a record of student behaviors using the Abuse and Neglect Indicators Checklist and then discuss his or her observations with school authorities. A report should also be made to the Director of the Child Welfare, Alberta Family and Social Services

ABUSE AND NEGLECT INDICATORS CHECKLIST

Student Name: _____ Class: _____

Date: _____

- ☐ Student reports mental or physical abuse or neglect
- ☐ Signs of injury are evident
 - Frequent or unexplained bruises or fractures
 - Frequent or unexplained burns
 - Patterned bruises or burns
 - Coma or symptoms of head injury without apparent cause
- ☐ Signs of neglect are evident
 - Hunger
 - Unkempt appearance
 - Tiredness
- ☐ Problems with social responsiveness
 - Fear of or withdrawal from adults
 - Stoical response to pain without seeking help or comfort from adults
- ☐ Poor peer relationships
 - Aggression toward others
 - Deliberate attempts to provoke anger of others
- ☐ Problems with communication
 - Diminished affect, shows little interest or enthusiasm
 - Verbal or behavioral inhibition
 - Tends to rely more on physical than verbal means of expression
- ☐ Problems with self-image
 - Excessive fear of failure
 - Low self-esteem
- ☐ Difficulty with or disinterest in school work
- ☐ Obsessive neatness or ritualized behavior
- ☐ Early interest in drugs or alcohol
- ☐ Attempts to run away or escape from family or other caregivers

Child Sexual Abuse Indicators

The focus of the checklist is to alert the teacher to the possibility that child sexual abuse may be the reason for some unusual behaviors students show in class. Child sexual abuse is an area of great sensitivity. Children may not understand what it is about. They may be fearful about, or confused by, what is reported on television or warnings they hear. There is concern that innocent persons not be charged and equal concern that children be protected when they are being abused. Abused students may show extremes of behavior such as being overly compliant (allowing others to have complete control over what happens to them) or severe acting-out behaviors, or both. In some cases there are physical signs of abuse.

The following list indicates some signs of sexual abuse that school staff might observe. The first six behaviors are probably most specific to sexual abuse; however, any combination of factors is possible in a given case of sexual abuse. It should also be noted that up to age six, boys and girls have an equal chance of being sexually abused; after that age the risk increases for females. Men are the abusers 90% of the time.

If a teacher keeps track of signs that might indicate sexual abuse, he or she will be better able to substantiate suspicions to professionals who become involved in the situation. Teachers should consult with the school administration to be sure they are following school policy concerning handling and reporting of cases of child sexual abuse.

Reference: *Child Welfare Act*

CHILD SEXUAL ABUSE INDICATORS CHECKLIST

Student Name: _____ Class: _____

Date: _____

- ☐ Student reports sexual abuse (note specific details).
- ☐ Females show unusual fear of males.
- ☐ Females are unusually seductive with males; may express pregnancy wishes, interest in early marriage.
- ☐ Student is sexually aggressive with others; may use sexually explicit language.
- ☐ Student acts overly mature and wise about sexual matters. Females may show attraction to older men.
- ☐ Student engages in inappropriate sexual play, or re-enactment of abuse with peers, toys or themselves.
- ☐ Student has a pattern of overly compliant or dependent behavior.
- ☐ Student has a pattern of acting out, aggressive behavior (verbal or physical).
- ☐ Student behaves in anti social ways (stealing, shoplifting, substance abuse, running away).
- ☐ Student does not get along socially, has few friends.
- ☐ Student is not trusting, even with significant adults.
- ☐ Student has decreased ability to concentrate and perform in school.
- ☐ Student shows regressive behavior, behaves more "babyish (thumb sucking, wetting or soiling clothing).
- ☐ Student becomes more withdrawn or depressed, may cry without apparent reason.
- ☐ Student shows sleep disturbance, appears tired or lethargic.
- ☐ Student shows extreme resistance to touch or physical examination.

Eating Disorders Checklists

Some students have gross disturbances in eating behavior. These are not students who adore MacDonald's or who crash diet to fit into a prom dress. They have deep-seated disorders that can take one or more forms. The major eating disorders that affect teenagers are anorexia nervosa and bulimia nervosa. Typically these eating disorders begin in adolescence or early adulthood, though occasionally they are seen in younger students. Ninety-five percent of cases of anorexia nervosa occur in females.

Knowing the symptoms for each of these disorders will help the teacher. If students have any of these symptoms to a significant degree, the teacher should discuss them with the parent.

The family is responsible for seeking medical help or counselling for the child if there is a suspicion that an eating disorder is related to problems the child is having. The teacher should keep informed in order to provide support for the student in the classroom.

EATING DISORDERS

BULIMIA NERVOSA CHECKLIST

Student Name: _____ Class: _____

Date: _____

- ☐ Usually begins in adolescence or early adulthood.
- ☐ Extreme concern about weight.
- ☐ Binge eating, at least twice a week for three months.
- ☐ Weight frequently goes up and down because of alternating binges and fasts.
- ☐ Statements that his or her life is dominated by conflicts about eating.
- ☐ Food is eaten inconspicuously or secretly.
- ☐ Food is eaten fast with little chewing
- ☐ Once eating is begun, other food is sought to continue the binge.
- ☐ Feeling of lack of control over eating during binges.
- ☐ Extensive exercising for purpose of losing weight.
- ☐ Self-induced vomiting.
- ☐ Depressed mood, in general or after binge.
- ☐ Use of laxatives or diuretics to lose weight.
- ☐ Preoccupation with size and shape of body.
- ☐ Parents who are obese.

EATING DISORDERS ANOREXIA NERVOSA CHECKLIST

Student Name: _____ Class: _____

Date: _____

- ☐ Weight is less than 85% of expected weight.
- ☐ Usually begins in early to late adolescence.
- ☐ Marked weight loss in a short period of time.
- ☐ Change in eating habits; eating much less than before.
- ☐ Extensive exercising for the purpose of losing weight.
- ☐ Self-induced vomiting.
- ☐ Preoccupation with body size.
- ☐ Statements that she is fat, or part of her body is fat, when the person is quite thin.
- ☐ Intense fear of gaining weight, or becoming fat, even though underweight.
- ☐ Dissatisfaction with some feature of body.
- ☐ Females may not have menstrual periods.
- ☐ Use of laxatives or diuretics to lose weight.
- ☐ Eating binges, often followed by vomiting.
- ☐ Preparation of elaborate meals for others, but limiting selves to a few low-calorie foods.
- ☐ Hoarding, concealing or throwing away food.
- ☐ Experiencing stress.

Attention Behavior Checklist (ABC)

The Attention Behavior Checklist (ABC) is concerned with the student's ability to attend to and concentrate on school activities. The student may have any level of cognitive ability but seems unable to focus long enough to understand directions, settle into a task, and then stay with the task for an appropriate time. In order to complete his or her work the student requires more than an equal share of the teacher's attention.

The ABC allows the teacher to make a profile of the student's specific type of attention deficit behavior. The profile will make the details of the problem more apparent, and it will then be easier to design a program for the student.

Attention behavior problems may or may not be associated with learning disabilities or hyperactivity.

ATTENTION BEHAVIOR CHECKLIST (ABC)

Student Name: _____ Class: _____

Date: _____

Key to observing task-related behaviors:

For each classroom activity or subject listed on the next page, indicate the type and degree of attention deficit. Note that there is space allowed to add additional areas for review. The following list explains the types of behavior that are associated with each of the five numbers in the checklist.

- | | |
|---|------------------------------|
| (1) Appears detached from classroom activities | (Detached) |
| (a) Thoughts wander | |
| (b) Difficult to direct to task | |
| (c) Does not listen attentively | |
| (d) Disregards some or all directions | |
| (2) Has problems becoming involved in task | (Lacks Initiative) |
| (a) No initiative to begin work | |
| (b) Difficulty becoming engrossed in task | |
| (3) Has problems in staying with task | (Lacks Concentration) |
| (a) Does not concentrate on task until completed | |
| (b) Easily distracted | |
| (c) Attention span inappropriate for age | |
| (d) Unmotivated to complete work | |
| (4) Requires extra assistance to complete task | (Dependent) |
| (a) Does not work independently — needs monitoring | |
| (b) Demands excessive attention from teacher | |
| (c) Lacks goal orientation | |
| (5) Has idiosyncrasies in the way tasks are approached | (Oddities) |
| (a) Perseveres on one activity to the exclusion of others | |
| (b) Shows concern or preoccupation with insignificant details | |
| (c) Shows distracting behaviors — hums, doodles, chews pencil | |
| (d) Attends better in situations outside the classroom (when alone, with music playing, etc.) | |

ATTENTION BEHAVIOR CHECKLIST (ABC)

Frequency Code: **R=Rarely** **S=Sometimes** **F=Frequently**

	BEHAVIOR OF CONCERN														
ACTIVITY	(1) Detached			(2) Lacks Initiative			(3) Lacks Concentration			(4) Dependent			(5) Oddities		
	R	S	F	R	S	F	R	S	F	R	S	F	R	S	F
Reading															
Writing															
Listening															
Mathematics															
Social Studies															
Art															
Music															
Physical Education															
Other (Specify)															
Other (Specify)															

Attention Deficit Disorder With Hyperactivity Checklist

This checklist is for students who have problems with attention because they are extremely hyperactive. Many students will show the behaviors on this checklist to some degree, at one time or another. The teacher should only consider the student to have a problem if the amount and persistence of the hyperactive behavior is beyond that expected of a child of a particular age or developmental stage.

Frequently, parents will say the student was hyperactive before beginning school; however, when students are expected to sit still for extended periods of time, beginning in first grade, problems become more obvious. To determine the cause of hyperactivity, neurological and physical disorders of all types should first be ruled out. The situation at home should also be reviewed since students with problems outside school are not always able to leave them behind when they come to class.

Instructions:

The teacher should review an individual student's behavior over a period of at least two weeks, in a variety of situations and then check items that apply to that student for that period. If the teacher wants to see how behaviors vary over time, the checklist covers two periods.

At least two behaviors in each of the first three areas of the checklist indicate an existing or potential problem. Additional items checked indicate an increasingly severe problem.

Teachers should also consider the amount of physical activity an active child needs and be sure this is available.

ATTENTION DEFICIT DISORDER WITH HYPERACTIVITY CHECKLIST

Student Name: _____ Period **1**: _____ Period **2**: _____

Activities/Subjects Observed: _____

1 **2**

- | | | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | Extreme over-activity; always on the go. |
| ☐ | ☐ | Part of the body always moving. |
| ☐ | ☐ | Very fidgety and restless. |
| ☐ | ☐ | Doesn't stay seated, may wander around the room. |
| ☐ | ☐ | Talks a lot. |
| ☐ | ☐ | Doesn't stay on task for an appropriate period of time. |
| ☐ | ☐ | Easily diverted from work; rarely finishes tasks. |
| ☐ | ☐ | Doesn't attend to full directions for task completion. |
| ☐ | ☐ | Poorly organized and messy. |
| ☐ | ☐ | Loses things needed for work; comes to class unprepared. |
| ☐ | ☐ | Difficulty with change in routine. |
| ☐ | ☐ | Speaks out impulsively. |
| ☐ | ☐ | Interrupts other students at their work. |
| ☐ | ☐ | Disrupts other students at play. |
| ☐ | ☐ | Starts going before directions are complete; has a hard time waiting for turn. |
| ☐ | ☐ | Doesn't consider the consequences of dangerous activities. |
| ☐ | ☐ | Poor eye-hand coordination. |
| ☐ | ☐ | Generally does poorly in schoolwork. |
| ☐ | ☐ | Works better in one-on-one teaching situation. |

Defiant Behaviors Checklist

A more formal term for defiant behavior is “oppositional defiant disorder” which includes a constellation of negative, hostile and defiant behaviors. Such students have frequent problems with self-control, obedience and hostility. Defiant behaviors differ from “conduct disorders,” in which the physical property and rights of others are consistently violated.

Consistently defiant behaviors can interfere with classroom activities and regulation; it is important for the teacher to isolate the behaviors, and see where, when and, if possible, why they occur. If the behaviors seem to be triggered by certain situations or individuals, the teacher might be able to make some adjustments to prevent further incidents from occurring. If the situation cannot be handled readily, a school support team or consultant may, with the information provided by the teacher, be able to implement a helpful classroom strategy.

Instructions:

The student may show the behaviors on the Defiant Behaviors Checklist from a mild to a severe degree. The checklist provides three columns to allow the teacher to rate the student several times using different colored pencils to see if patterns change in any way. The severity of the problem will depend on the severity and frequency of the behaviors.

There may be times when generally well behaved students show some of these behaviors to a mild degree.

DEFIANT BEHAVIORS CHECKLIST

Student Name: _____ Class: _____

Date: _____

Mild	Moderate	Severe	BEHAVIORS OBSERVED
☐	☐	☐	<i>Readily loses temper</i> • Does so without much provocation.
☐	☐	☐	<i>Easily gets into arguments</i> • Not tolerant of opinions of others. Wants things own way. Will not listen to rational discussion.
☐	☐	☐	<i>Disobeys requests and commands</i> • Fails to respond within a reasonable time after command is given.
☐	☐	☐	<i>Defies authority</i> • Talks back to parents and teacher.
☐	☐	☐	<i>Does not follow rules/regulations</i> • Does not follow previously announced or learned rules.
☐	☐	☐	<i>Deliberately does annoying things</i> • Very provocative. Starts trouble between other students; bothers others. May curse, swear more than peers.
☐	☐	☐	<i>Blames others for own mistakes</i> • Difficulty is the fault of others. Will not accept responsibility for actions.
☐	☐	☐	<i>Often angry and resentful</i> • Feels put upon when requests are made. Feels others have it better.
☐	☐	☐	<i>Touchy, easily annoyed</i> • May whine, complain without much cause. Readily becomes hostile.
☐	☐	☐	<i>Spiteful and vindictive</i> • Wants to get back at anyone who provokes him or her. Does nasty, mean things. Humiliates, teases other students.

Student Anxiety Checklist

An anxiety condition may be sudden or gradual and sometimes related to a particular incident or time of stress. If the anxiety is very severe it can be incapacitating and interfere with normal social and school functioning. Anxiety may be generalized to a variety of situations or appear only in specific situations. It is of most concern when the anxiety is excessive or unrealistic and seems to extend over a long period of time.

Teachers with students who consistently appear over-anxious should try to determine if the students' perceptions are indeed unrealistic. If there are logical grounds for a student's concern, or only a few signs, it will be easier for the teacher to deal with. If the student has problems over a period of time, and measures taken by the teacher do not seem to work, specific areas of concern might be discussed with the family. Some type of assistance should be provided to the student and the family as well.

STUDENT ANXIETY CHECKLIST

Student Name: _____ Class: _____

Date: _____

- ☐ Excessive and unrealistic concern about ability to do well in school.
- ☐ Excessive and unrealistic concern about being accepted by peers and being included in social activities.
- ☐ Excessive and unrealistic feelings about inability to perform in sports.
- ☐ Excessive and unrealistic dwelling on past events or worry that they should have done something differently.
- ☐ Excessive and unrealistic worry about what will happen in the future such as failing in school, becoming ill, missing an appointment.
- ☐ Extreme self-consciousness.
- ☐ Spending a lot of time inquiring about discomforts and possible dangers in situations.
- ☐ Need for a great deal of reassurance that things are okay.
- ☐ Extreme feelings of tension and inability to relax. May have nervous habits such as biting nails, tapping fingers.
- ☐ Physical complaints, such as headaches, backaches or lump in throat, with no medical basis.
- ☐ May have trouble falling asleep.
- ☐ May refuse to attend school because it provokes anxiety.
- ☐ May be a "perfectionist"; nothing he or she does is quite good enough.
- ☐ Most anxious in a stressful situation.

Comments: _____

Avoidant Behaviors Checklist

Some students, particularly in the early grades, are naturally shy. Given a chance to get used to the teacher and their schoolmates, they tend to adjust well, although some may remain more passive than others. On the other hand, there are some students whose problems in making contact with unfamiliar persons are so extreme that they interfere with both social and school functioning. Generally such students do fine with family and friends they know well.

Instructions:

Signs of avoidant behavior are listed on the Avoidant Behaviors Checklist. If the behaviors persist over a period of an entire semester (up to six months) the student will likely need specialized intervention and should be referred for such help. The teacher can work on self-esteem and assertiveness activities with the entire class and be sure the student who has this condition participates as much as possible. Students should not be singled out in front of the group when they are having difficulty with active involvement.

Use the Avoidance Behaviors Checklist for at least two observations.

AVOIDANT BEHAVIORS CHECKLIST

Student Name: _____ Class: _____

Date: _____

Observation ❶: _____ Observation ❷: _____

❶

❷

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | Appears socially withdrawn. |
| ☐ | ☐ | Easily embarrassed. |
| ☐ | ☐ | Very timid in the company of unfamiliar people. |
| ☐ | ☐ | Becomes over anxious when requested to interact with strangers. |
| ☐ | ☐ | May find it difficult to speak when very anxious. |
| ☐ | ☐ | Generally very unassertive. |
| ☐ | ☐ | Lacks self-confidence. |
| ☐ | ☐ | May not have age-appropriate social skills. |
| ☐ | ☐ | Finds it difficult to make social contacts beyond the family. |
| ☐ | ☐ | May feel isolated and depressed. |
| ☐ | ☐ | May also have anxiety disorder(s). |

Conduct Problems Checklist

This checklist addresses conduct problems which are defined as a persistent pattern of misdeeds in which the basic rights of others and the rules and norms of society are violated with resulting harm to others. The misdeeds may take place in the home, at school, with peers or in the community. The Conduct Problems Checklist includes the major signs of this disorder. Behaviors may vary from mild to so severe that the student may not be allowed to participate in a regular classroom or live at home. The student may engage in the listed behaviors as part of a “gang” or alone.

Instructions:

Check major areas according to severity and indicate specific behaviors. If necessary, write in other behaviors. If problems persist and normal classroom procedures do not produce a positive change, the teacher should talk to a specialist in this area about the specific behaviors, their frequency and situations where they are most likely to occur.

It is not appropriate to label a student as having a conduct problem when instances of anti-social behavior are isolated or infrequent.

CONDUCT PROBLEMS CHECKLIST

Student Name: _____ Class: _____

Date: _____

Mild	Moderate	Severe	BEHAVIORS OBSERVED
-------------	-----------------	---------------	---------------------------

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | <i>Physical aggression</i> <ul style="list-style-type: none"> • Starts fights with others • Hurts other people • Is cruel to animals • Deliberately damages property of others (breaks, burns) • Forces others into sexual activity |
| ☐ | ☐ | ☐ | <i>Stealing, with victim present</i> <ul style="list-style-type: none"> • Snatches pocketbooks • Uses force to obtain property of others • Uses weapons (knife, gun) • Blackmails |
| ☐ | ☐ | ☐ | <i>Stealing, without victim present</i> <ul style="list-style-type: none"> • Takes things that belong to others • Shoplifts • Forges names on documents • Burglarizes homes • Steals cars |
| ☐ | ☐ | ☐ | <i>School problems</i> <ul style="list-style-type: none"> • Is truant from school • Lies and cheats in games or schoolwork • Places blame for misdeeds on others |
| ☐ | ☐ | ☐ | <i>Other features</i> <ul style="list-style-type: none"> • Frequently uses tobacco, alcohol, drugs • Has no guilt, remorse or concern for feelings of others • Poor tolerance for frustration, irritability, temper outbursts • Stays away from home overnight. |

Student Self-Attitude Checklist (Depression)

The purpose of the Student Self-Attitude Checklist is to ascertain how selected students feel about themselves. It may be used when the teacher has a suspicion something is causing the student to be depressed, but the teacher is unsure and the student may have a hard time putting feelings into words.

Depression may be demonstrated through signs of negligence and withdrawal, or acting out behaviors. These behaviors would be clearly different from those shown previously by the student, for example changes in eating and sleeping patterns and mood. Students who are depressed may appear sad or unhappy about the way things are going. They may not feel well, and have less ability to make decisions and solve problems. In general, they do not feel positive about themselves.

Some acting out behaviors include: increasing alcohol or other drug use, increasing school problems and truancy, fighting, taking risks, rejecting friends and family, and sometimes running away from home. Generally students become negative, anti-social and over-sensitive.

At the extreme are students who feel so bad about themselves that they are at risk for suicide. They really feel a sense of hopelessness and that life is futile. They may have major mood changes with signs of anxiety, tension and agitation. They have obvious personality changes. A polite, outgoing student may become withdrawn and rude. They have fears and self-destructive thoughts, and they may or may not be able to discuss them with family or their teacher.

Instructions:

Tell students you are interested in their perceptions of themselves. Ask them to read each row of responses and put a check on the item that best describes how they feel. Use students' responses as a basis for discussion. If students do not check any items, it may mean the area does not pertain to them, that they cannot decide or it is threatening for them. Stress that this is not a test, but a basis for beginning to deal with some concerns they may have.

STUDENT SELF-ATTITUDE CHECKLIST

Instructions to students:

This is a checklist to find out how you feel about yourself and what is happening to you. Read each row of statements and check the block that best describes how you feel as you read it.

1.	I feel unhappy all of the time. ☐	I have the blues a lot and it really bothers me sometimes. ☐	I am sometimes sad but I can snap out of it fast. ☐
2.	I make decisions pretty well. ☐	Decisions are hard for me to make. ☐	I can't make any decisions at all. ☐
3.	I used to care about other people but now I don't care about anyone. ☐	Most of the time I could care less about other people. ☐	I care about most of the people that interest me. ☐
4.	I am at least average socially. ☐	I am a complete social failure. ☐	Very few people want to socialize with me. ☐
5.	I really hate myself. ☐	I dislike many things about myself. ☐	I like myself most of the time. ☐
6.	I am about as worthy as most decent people. ☐	I feel guilty all of the time about everything. ☐	I feel guilty a lot of the time. ☐
7.	I can't get myself to do any work. ☐	I have a hard time starting and staying with an assignment. ☐	I am up to working most of the time. ☐
8.	I tire easily for no special reason. ☐	I am exhausted all of the time. ☐	My energy level is pretty good. ☐
9.	I have completely lost my appetite; the thought of food makes me ill. ☐	My appetite is pretty good. ☐	A lot of the time I just don't feel like eating. ☐
10.	Most students are better looking than I am. ☐	I am satisfied with the way I look. ☐	I am very ugly and unappealing to other students. ☐
11.	I have seriously thought about suicide recently. ☐	Even with some problems I would rather be alive than dead. ☐	Sometimes I think other people would like it if I left this earth. ☐
12.	If I work at it I can do pretty well in my class work. ☐	I only feel good about a few things in school. ☐	I am a complete failure in school. ☐
13.	I will never amount to anything in the future. ☐	I think I should be okay when I leave school. ☐	I don't have much hope about doing well in life. ☐
14.	There are many problems in the world to solve. ☐	I have little hope for the future of this earth. ☐	There are lots of good things happening all around us. ☐

©1989 E. G. Wolf-Schein
(Published with permission of the author). All rights reserved.

SCORING GUIDE FOR STUDENT SELF ATTITUDE

Instructions to teacher: Use this overlay to score the Student Self-Attitude Checklist.

- 14 * This student, according to the self-report, feels pretty good about himself or herself.
 14 to 21 * Some incipient problems.
 22 to 28 * Start observing this student carefully.
 29 to 42 * Definite referral to school support team

1.	3	2	1
2.	1	2	3
3.	3	2	1
4.	1	3	2
5.	3	2	1
6.	1	3	2
7.	3	2	1
8.	2	3	1
9.	3	1	2
10.	2	1	3
11.	3	1	2
12.	1	2	3
13.	3	1	2
14.	2	3	1

Risk of Suicide

If a student has completed the Student Self-Attitude Checklist and has checked “I have seriously thought about suicide lately” or “Sometimes I think other people would like it if I left this earth” (or otherwise indicates signs of severe depression), the teacher should be alerted. Suicide among adolescents is not unusual. Even if the student’s response appears overly dramatic, it indicates negative self-feelings. If several items on the following checklist describe a student, it could indicate some cause for concern.

It is suggested that issues such as suicide be a topic of discussion at school support team meetings; when a particular student seems “at risk,” intervention can be immediate.

It is important to note that, individually, anxiety or acting out behaviors may not indicate a risk for suicide. In fact, they appear in other combinations on other checklists. However, if such behaviors appear in combination with behaviors that are on the Risk of Suicide Checklist, there may indeed be a risk.

RISK OF SUICIDE CHECKLIST

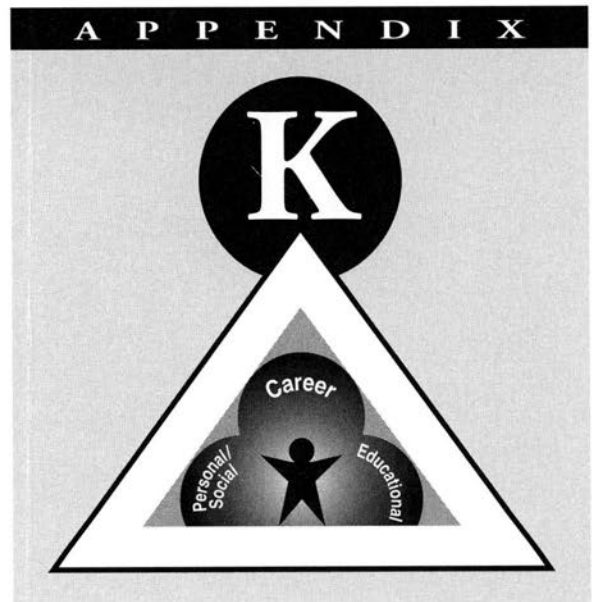
Student Name: _____ Class: _____

Date: _____

- ☐ Personality changes - becoming withdrawn, rebellious, rude or acting out.
- ☐ Self-destructive actions or statements.
- ☐ Extreme anxiety, tension or agitation.
- ☐ Expression of depression, hopelessness, helplessness, sadness.
- ☐ Loss of interest in personal appearance.
- ☐ Swings in mood or appetite (decreased appetite).
- ☐ Impulsiveness.
- ☐ Avoidance of friends and activities that were formerly enjoyed.
- ☐ Preoccupation with thoughts of death or illness.
- ☐ Threats of suicide or talks about means of committing suicide.
- ☐ Actual suicide attempt(s).

Have any of the following occurred recently in the student's life?

- ☐ Loss of a loved one, family member or friend.
- ☐ Parental separation or divorce.
- ☐ Breakup of a boy/girlfriend relationship.
- ☐ School problem (social or academic).
- ☐ Difficulties with a parent or family member.
- ☐ Poor health.
- ☐ Abuse or neglect.
- ☐ Trouble with the law.



Career Education Assessment Instruments for Counsellors, Teachers and Students

**ELEMENTARY SCHOOL
CAREER EDUCATION CHECKLIST FOR TEACHERS
(Sample)**

The focus at the elementary level should be on career and self-awareness in relation to the world of work.

STUDENTS HAVE DISCOVERED:		YES	NO
1.	the work they do themselves		
2.	the work their immediate family does		
3.	the value of all types of work		
4.	why people work		
5.	how the world of work is organized		
6.	the interdependence of work roles in the community		
7.	that occupations are open to both men and women		
8.	work roles within their local community		
9.	the relationship between work and school		
10.	their strengths in relationship to possible career interests.		

**JUNIOR HIGH SCHOOL
CAREER EDUCATION CHECKLIST FOR TEACHERS
(Sample)**

The focus at the junior high level should be on career exploration and an exposure to a wide variety of occupational fields.

STUDENTS HAVE:		YES	NO
1.	discovered their interests, temperaments, aptitudes, etc.		
2.	related their strengths to the work dynamic		
3.	been exposed to a broad range of occupations		
4.	identified their favorite subject and related it to the world of work		
5.	job shadowed someone in an occupation of interest to them		
6.	completed at least one formal interest inventory, computerized career exploration, etc.		
7.	discovered their work values		
8.	explored the relationship between education/training and the work dynamic		
9.	identified subjects they wish to take in high school based on their career explorations		
10.	explored a broad range of career fields		
11.	explored in detail at least three occupations of interest to them		
12.	learned something about their local labor market		

**SENIOR HIGH SCHOOL
CAREER EDUCATION CHECKLIST FOR TEACHERS
(Sample)**

The focus at the senior high school level should be on career exploration and preparation.

STUDENTS HAVE:		YES	NO
1.	explored extensively their interests, temperaments, aptitudes, etc.		
2.	related their strengths and interests to the work dynamic		
3.	volunteered, gained work experience or worked part-time in a career field of interest to them		
4.	planned their high school program with their career interests in mind		
5.	made post-secondary decisions based on occupational aspirations, either further training or direct entry into the job market		
6.	studied the labor market		
7.	mastered initial job seeking skills		
8.	examined in detail at least three occupations in a single career field of interest to them		
9.	explored alternate career fields as a back-up plan		
10.	learned the career decision-making process and know how to apply it		
11.	developed a career action plan		

Source: Marlee Maguire, Career Coordinator, Edmonton Catholic Schools.

Name _____

I WOULD RATHER BE

Have you every heard someone say, "I would rather be ____"? For each numbered pair below, put an x in the right or left hand box to show which one you would rather be.

1.	☐	first-string quarterback on the football team	or	☐	lead guitarist in a band
2.	☐	editor of the school newspaper	or	☐	star of the school play
3.	☐	head cheerleader	or	☐	an accomplished pianist
4.	☐	a champion figure skater	or	☐	a champion roller skater
5.	☐	a gymnast	or	☐	a soccer star
6.	☐	heir to a fortune	or	☐	a genius
7.	☐	an artist who creates beautiful paintings or sculptures	or	☐	a composer who writes beautiful music
8.	☐	a playwright	or	☐	an actor or an actress
9.	☐	an author who writes fiction	or	☐	a journalist who reports facts
10.	☐	a spelling champion	or	☐	a track and field champion
11.	☐	the scientist who finds a cure for a fatal disease	or	☐	a doctor who successfully treats sick people
12.	☐	a forest ranger who spends much time alone and outside	or	☐	a criminal lawyer who spends much time with people and in court
13.	☐	a champion skier	or	☐	a champion surfer
14.	☐	the best student in your school	or	☐	the most popular student in your school
15.	☐	the best looking student in your school	or	☐	the best liked student in your school
16.	☐	an international sports champion	or	☐	an international chess champion
17.	☐	an adventurer and world traveler	or	☐	a person to whom there really is no place like home

Source: L.M. Conway and B. Armstrong. (1984). *Goal getters: exploring values, feelings & goals. Grades 4-6*. The Learning Works Incorporated. P.O. Box 6187, Santa Barbara, CA 93160. Permission granted to reproduce.

What are my interests?

Interests are what you like.

This one is easy. You know what music you like to listen to, what food you like to eat, and what games you like to play. You may also know what type of work you like to do.

Examples:

- sports
- music talking to people
- gardening
- fishing
- golfing.

Read each sentence.

Does it describe you? Place a check mark in the column that is the right answer for you.

My interests	Yes	Sometimes	No
1. I like to be active.			
2. I like to listen to music.			
3. I like to drive.			
4. I like to fix things.			
5. I like to draw pictures.			
6. I like to work with plants.			
7. I like to work with animals.			
8. I like to do things with my hands.			
9. I like to shop.			
10. I like to clean house.			
11. I like to go to the theater.			
12. I like to play sports.			
13. I like to garden.			
14. I like to walk.			
15. I like to watch nature programs on TV.			
16. I like to coach sports.			
17. I like to talk on the telephone.			
18. I like to learn about the environment.			

	Yes	Sometimes	No
19. I like to handle money.			
20. I like to use small hand tools.			
21. I like to operate machines and equipment.			
22. I like to cook.			
23. I like to sew.			
24. I like to style hair.			
25. I like to type.			
26. I like to arrange flowers.			
27. I like to paint houses.			
28. I like photography.			
29. I like to make things from different materials (for example, crafts, sculpting, woodworking).			
30. I like to act, sing or dance.			
31. I like to play a musical instrument.			
32. I like to make people laugh.			
33. I like to teach adults.			
34. I like to teach children.			
35. I like to help people with their problems.			
36. I like to serve people.			
37. I like to sell things.			
38. I like to be the boss.			
39. I like bookkeeping.			
40. I like to add numbers.			
41. Other things that I like:			
42.....			
43.....			
44.....			
45.....			

STUDENT CAREER PROFILE*

Self-Assessment/Research

Grade 10	Summary	
☐ Labor Market Information ☐ Post-Secondary Requirements ☐ Pre-registration Gr. 11 Personal Interests _____ _____	INTERESTS Methodical _____ Objective _____ Social _____ Innovative _____	APTITUDES General Learner _____ Verbal Learner _____ Numerical Learner _____ Eye/Hand Coord. _____
Personal Strengths _____ _____ Personal Weaknesses _____ _____	PREFERENCES Things _____ People _____ Information _____	Next Career Planning Step(s) 1. _____ 2. _____ 3. _____
National Occupational Classification (NOC) Sector Preferences 1 _____ 2 _____ 3 _____		
Occupational Goals/Interests _____ _____ _____	Educational Goals/Interests National Occupational Classification (NOC) Skill Level (circle) A B C D Specific:	
CALM Grade 11	Career Transitions Gr. 12	
Self-Assessment Summary Goals: Values: Personal Skills: Interests: ☐ Post-Secondary Plan ☐ CHOICES ☐ Job Shadow ☐ General Resume	Occupation Interviews: Post-Secondary Plan _____ Job Search Skills _____ Targeted Resume _____ Application Form/Letter _____ Interviewing (Video) _____ Practicum Placements: Work Study Work Experience 1. _____ 2. _____ 3. _____	

CAREER PLANNING/RESEARCH

Occupational Planning/Research	Education Planning/Research
☐ CHOICES: Occupation Search ☐ National Occupational Classification (NOC) Sector Performance (Career Prospects) ☐ Career Directions (Canada) ☐ Occupational Profiles (Alberta) ☐ Career Information Hotline (422-4266) ☐ Occupation Research Interviewing CALM, Work Experience ☐ Career Investigation (NAIT/SAIT) ☐ Job Shadowing Counselling/CALM ☐ Work Study (CTS) ☐ Work Experience/Cooperative Education ☐ RAP (Registered Apprenticeship Program) ☐ Volunteer Work ☐ Casual/Part Time/Summer Employment ☐ CTS Strand/Job Correlations	Secondary ☐ Registration Handbook ☐ Open House/CTS Tours ☐ Student For A Day Post-Secondary ☐ CHOICES: Education Search ☐ "Matter of Choice" Evening ☐ Post-Secondary Ed. Programs Handbook ☐ Post-Secondary Institution Calendars List of Programs _____ List of Institutions _____ Admission Criteria _____ Application Procedure _____ Tuition Fees/Books/Tools _____ Housing Transportation _____ Financial Aid _____ Contingency Plan _____ ☐ Continuing Education Calendars ☐ Counsellor Appointment verify research to date dates: _____ ☐ Post-Secondary Open House Dates ☐ Buddy System/Student for a Day ☐ Post-Secondary Admissions appointment ☐ Application Seminars Technologies ☐ Career Investigation/References Trades ☐ Apprenticeship Criteria

* Permission to use the Student Career Profile has been granted by Dale Gullekson, Bev Facey Composite High School, Elk Island Public Schools.

HIGH SCHOOL PROGRAM PLANNER*

Student _____ Address _____ Phone _____

GENERAL HIGH SCHOOL DIPLOMA - Minimum Req. (see Gr. 10 Registration Booklet)					
GRADE 10	GRADE 11	GRADE 12			
English (5) Social Studies (5) Math (5) Science (5) Phys. Ed. (3/5)	English (5) Social Studies (5) Science (5) C.A.L.M.(3) Math (5)	English (5) Social Studies (5) Two other 30-level courses TOTAL - 100 credits	Father _____ Occupation _____ Mother _____ Occupation _____		

Grade 10	mk	cr	Grade 11	mk	cr	Grade 12	mk	cr	Fourth Year	mk	cr	CAREER GOALS
English 10/13 _____			English _____			English _____			_____			Employment? _____
Soc St _____			Soc St _____			_____			_____			What Job? _____
Math _____			_____			_____			_____			Further Education? _____
P.E. _____			_____			_____			_____			Where? _____
_____			_____			_____			_____			What faculty or program? _____
_____			_____			_____			_____			Your subjects for entrance _____
_____			_____			_____			_____			_____
_____			_____			_____			_____			If you are not certain, what area would interest you? _____
Total: _____			Total: _____			Total: _____			Total: _____			_____
(40 credits minimum)			(35 credits minimum)			(100 credits minimum)			(100 credits minimum)			_____
_____ _____ _____												

*Permission to use this form granted by Carol Steen, Principal, Winston Churchill High School, Lethbridge.

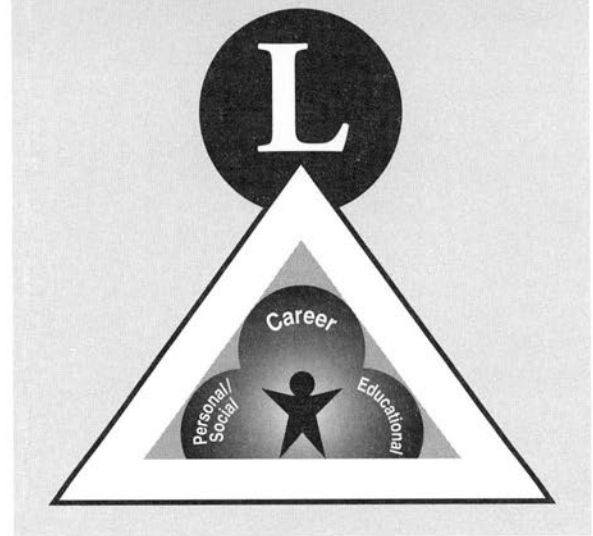
Relevant References

Alberta Education. Curriculum Branch. (1993). *Alberta high school graduation requirements*. Edmonton, AB:

Alberta Education.

Alberta Education. Curriculum Branch (1993). *A credit to yourself: planning your high school program*. Edmonton, AB:

Alberta Education



Samples of Other Useful Forms and Surveys

**Invitation To Participate On A School-Based
Guidance And Counselling Subcommittee of the School Council
(Sample)**

_____ School is seeking parents, staff and community members who are interested in helping to plan and develop a Counselling Program Plan. This is an opportunity for you to have valuable and meaningful input into programs and services designed to serve the needs of your school community. The two main objectives for the committee this year will be to conduct a needs assessment and to determine what resources are available to meet those needs. Meetings will be held at the school on the first Wednesday of each month from 7:00 to 8:30 p.m. If you think you may be interested in serving on this subcommittee or would like more information, please contact _____ by phoning _____. This is a unique opportunity for members of our school community to work as partners in a spirit of collaboration.

Sincerely,

_____ Principal

_____ School Counsellor

**School-Based Guidance And Counselling
Subcommittee of the School Council**

List Of Members

A) Staff Representatives

Name: _____	Phone #: _____
_____	_____
_____	_____

B) Parent Representatives

Name: _____	Phone #: _____
_____	_____
_____	_____

C) Community Representatives

Name: _____	Phone #: _____
_____	_____

D) Student Representatives

Name: _____	Phone #: _____
_____	_____

E) Coordinator or Chairperson

Name: _____	Phone #: _____

Belief Statements

Goal or Mission Statement for _____ School Jurisdiction

Goals or Mission Statement for _____ School

**Guiding Principles for the Guidance and Counselling Program and Services at
_____ School**

Identified Needs at _____ School

DOMAIN	GRADE —	GRADE —	GRADE —	GRADE —	GRADE —
Educational					
Personal/ Social					
Career					

Guidance And Counselling Resources

Human Resources

Name	Phone #	Areas of Expertise	Time Available

Material Resources

Title	Format	Intended Audience	Description	Location

Community Resources

Agency Name	Phone #	Contact Person	Services Provided

Established Priorities For The Guidance And Counselling Program
at _____ School

[illegible]

Statements of Expectations

Expectations of Guidance Programs

Expectations of Counselling Services

**Developmental Guidance Themes And Activities
Month-By-Month Year Plan**

MONTH	THEME	ACTIVITY	PERSONNEL	OTHER

Samples of Record Keeping Forms

Guidance Programs Implemented

[illegible]

Counselling Services Provided

Individual Counselling Log

[illegible]

Small Group Counselling Log

Date	Group	Number of Participants	Intervention Focus	Follow-up	Time

Collaborative Log

Date	Participants	Intervention Focus	Follow-up	Time

Counsellor Contact Log - Individual

[illegible]

Counsellor Contact Log - Collaborative

[illegible]

Counselling Program Assessment Questionnaire for Teachers

DIRECTIONS: Please circle the answer that best describes your own judgment about the statement.

SA	Strongly Agree
A	Agree
U	Uncertain
D	Disagree
SD	Strongly Disagree

Be certain that you give your judgment for each of the 10 statements. Do not put your name anywhere on the questionnaire or on any pages you add. Place your completed questionnaire inside the large envelope and return it to the office no later than _____

(date)

1. The counsellor is always available to work with me within a reasonable time.	SD	D	U	A	SA
2. The counsellor rarely wants to work with me.	SD	D	U	A	SA
3. The counsellor provides real help to my students.	SD	D	U	A	SA
4. The counsellor is unable to help me with instructional problems.	SD	D	U	A	SA
5. The counsellor is able to help me with student behavior problems.	SD	D	U	A	SA
6. The counsellor gives me the kind of assistance I need.	SD	D	U	A	SA
7. The counsellor is never around when I need him/her.	SD	D	U	A	SA
8. The counsellor works with me on solving the problems I bring to him/her.	SD	D	U	A	SA
9. The counsellor knows what my students need to function successfully.	SD	D	U	A	SA
10. The counsellor is effective in the classroom.	SD	D	U	A	SA

Parent Interview Protocol

Interviewer: _____

May I speak with Mr., Ms., Mrs. _____ ?

Mr./Ms./Mrs. _____, I am a parent volunteer at _____ Junior High School. The school counsellor has asked us to help evaluate the school's guidance and counselling program by asking a selected group of parents about their contacts with guidance and counselling program and services. The questions are brief. It will take about 15 minutes to answer all of them. We are interested in your honest and candid answers. Your answers will be kept completely confidential and anonymous. I will record your answers on a form. No identifying information, such as your name, will be recorded on the form. Would you be willing to participate in our survey?

(If parent answers, NO, say “Thanks, anyway.” Record any reason the parent gives about declining to participate.)

(Remember: Circle answers provided. Write responses to follow-up and open-ended questions using the parent's words and as completely as possible. Also write in any comments that are made about the structured questions.)

Interview Questions

Background Information

1. First, do you have a SON or a DAUGHTER enrolled at our school?
(NOTE: Use the parent's response in wording the following questions.)
2. Which grade is your son/daughter in at the school?
7 8 9
3. Are you aware that your son's/daughter's school has a guidance and counselling program to assist all students?
YES NO
4. Do you know the name of the school counsellor?
YES NO
5. To your knowledge, has your son/daughter had contact with the school counsellor?
YES NO
6. Have you had contact with the school counsellor?
YES NO

Guidance and Counseling Program and Services

I am now going to read a list of services and programs provided as part of the _____ School guidance and counselling program. For each, we want to know two things: (1) Are you aware that each service is offered? (2) If you are aware of that program or service, would you rate the service as excellent, good, fair or poor? You may add any comments you wish to clarify your answers. Any questions?

7. First, are you aware that the _____ School guidance and counselling program has resources and information available for both students and their parents?

YES NO

(If yes) Do you believe the resources and information are excellent, good, fair, or poor?
(Circle answer)

EXCELLENT GOOD FAIR POOR DON'T KNOW

Educational

8. Are you aware that our school's counselling program offers your son/daughter help with educational planning and organizing skills?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

9. Improving study skills?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

10. Applying for admission to local senior high schools?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

11. Choosing senior high school courses and programs?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

Career

12. Choosing a career?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

13. Planning for that career?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

14. Completing job applications, writing a resume, and practicing for job interviews?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

Personal

15. Dealing with personal issues, such as coping with the pressures of being an adolescent and growing up?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

16. Improving relationships with others, including peers, teachers, family members and other adults?

YES NO

(If yes) Do you believe this service is:

EXCELLENT GOOD FAIR POOR DON'T KNOW

Parent Referrals

17. For which of the following would you recommend that your son/daughter consult with his/her counsellor?

Educational planning

YES

NO

18. Career planning

YES

NO

19. Personal issues

YES

NO

20. Interpersonal (relations) issues

YES

NO

21. Would you be willing to share the reasons for your responses concerning these recommendations to your son/daughter?

YES

NO

Closing Questions

The last three questions ask for your general opinions about our school's counselling program.

22. Overall, how would you rate our counselling program at _____?

EXCELLENT

GOOD

FAIR

POOR

DON'T KNOW

23. In your opinion, what are the strengths of the counselling program at our school?

24. What suggestions do you have for improving the counselling program at our school?

25. We'd appreciate any final comments.

I really appreciate your time and your candid answers to these questions. I'm sure your responses will be very helpful to the counsellors. Good-bye.

**SCHOOL COMPREHENSIVE GUIDANCE AND
COUNSELLING PROGRAM**

STUDENT SURVEY

GRADE 10 _____ 11 _____ 12 _____

SEX M _____ F _____

What do you plan to do after high school?

_____ Attend a vocational, technical or business school.
_____ Attend a university.
_____ Get a job.
_____ Other (Please explain) _____

What type of classes have you taken or are you taking in high school?

_____ International Baccalaureate
_____ General
_____ Vocational-Technical
_____ I.O.P.

In which of the following activities have you participated with a counsellor? (Check all that apply.)

_____ Individual sessions
_____ Small groups
_____ Classroom presentations
_____ Workshops, seminar or large groups
_____ Other (Please explain.) _____

Check the areas in which counsellors or teachers have helped you during the year. (Check all that apply.)

_____ Planning your high school classes
_____ Planning and exploring careers
_____ Planning for education and training after high school
_____ Applying for admission to university or vocational-technical schools
_____ Finding financial aid information
_____ Preparing to look for a job
_____ Understanding how being male or female relates to jobs and careers
_____ Making decisions
_____ Improving basic skills and study skills and doing better in classes.
_____ Understanding and getting along with others
_____ Knowing how drugs and alcohol affect me and my friends
_____ Understanding and accepting myself
_____ Adjusting to high school
_____ Interpreting test results
_____ Learning about myself (my interests, abilities, etc.)
_____ Dealing with personal problems
_____ Other (Please explain.) _____

Are the guidance and counselling programs and the help the counsellors can provide well publicized and known to students in your school?

_____ YES _____ NO

How did you learn about the guidance and counselling program and the work of the counsellors in your school?

In what ways have the guidance and counselling program and the counsellors in your school helped you?

What suggestions do you have for the guidance and counselling program in your school?

**SCHOOL COMPREHENSIVE GUIDANCE
AND COUNSELLING PROGRAM**

PARENT SURVEY

Please circle your son's/daughter's grade level 10 11 12

Have you talked with your son's/daughter's counsellor this year?

YES _____ NO _____

Please check the reason(s) for talking with your son's/daughter's counsellor:

- _____ Progress in school
- _____ Concerns about tardiness and attendance
- _____ High school course planning
- _____ Further education
- _____ Financial aid and admissions information
- _____ Relationships with teachers
- _____ Test results interpretation
- _____ Career exploration and planning
- _____ Personal, social, and/or emotional concerns
- _____ Parenting skills
- _____ Other _____

How have you and your son/daughter benefited from the guidance and counselling program and the work of the counsellor in your school?

What suggestions do you have for the guidance and counselling program at your school?

**SCHOOL COMPREHENSIVE GUIDANCE
AND COUNSELLING PROGRAM**

TEACHER SURVEY

Please rate the extent to which each of the following is being offered through the guidance program and the work of the counsellor(s) in your school. Use the following rating scale.

- 1 - A great deal
- 2 - Some
- 3 - Little
- 4 - Not at all
- 5 - Unaware of any activity

- _____ Regular guidance activities for students in classrooms
- _____ Individual and small group planning for students concerning their personal, educational, and career goals
- _____ Staff and parent consultation concerning students' personal and academic progress
- _____ Individual counselling
- _____ Small group counselling
- _____ Student referral to other professionals and agencies as appropriate
- _____ Information to staff and community about the aims and purposes of the guidance and counselling program
- _____ Interpretation of test scores and other data about student performance

What impact has the guidance and counselling program and activities had on your students and school?

What are the strengths of the guidance and counselling program in your school?

What recommendations would you make for the guidance and counselling program in your school?

**SCHOOL COMPREHENSIVE GUIDANCE
AND COUNSELLING PROGRAM IMPLEMENTATION SURVEY**

FORM FOR COUNSELLORS

NAME OF SCHOOL DISTRICT: _____

Student Population by Level:

Elementary _____

Junior High _____

Senior High _____

Number of Counsellors (FTE) by Level:

Elementary _____

Junior High _____

Senior High _____

Please feel free to use additional sheets or to use the back sides of this survey to respond to open-ended questions. If you use additional sheets or the back sides of this survey, please indicate the number of the question to which you are responding.

1. Have you or others observed benefits from the comprehensive guidance and counselling program in your school? If so, please describe them.

2. Do you or others have concerns or are you or others encountering barriers regarding the use of the comprehensive guidance and counselling program in your school? If so, please explain.

3. To what extent have the program components of the comprehensive guidance and counselling program been implemented in your school? Use the following ratings (1-5) to rank each of the components.

- 1 - not implemented
- 2 - weakly implemented
- 3 - average implementation
- 4 - strongly implemented
- 5 - fully implemented

_____ Counselling
_____ Coordination
_____ Consultation
_____ Developmental Guidance Instruction

4. Has a time and task analysis been completed? _____ Yes _____ No

If yes, what impact did the results have on the guidance and counselling program? Check the following responses as appropriate, and please add other impacts that are not mentioned.

_____ Created an awareness of time spent in component areas.
_____ Changed percentage of time spent in component areas.
_____ Increased time spent in classroom on guidance activities.
_____ Reduced the amount of non-guidance activities.
_____ Increased counselling staff.
_____ Increased support/secretarial assistance.
_____ Other _____

5. Please specify the percentage of time spent in each of the three program components; before program implementation (based on the initial time and task analysis), currently and when the program is fully implemented. Please also indicate the percentage of time you expect to allocate to each component.

	Before Implementation	Currently	At Full Implementation
Counselling			
Coordination			
Consultation			
Developmental Guidance Instruction			

6. Was a student needs assessment conducted? _____ Yes _____ No

If yes, how were the results used? Check the following responses as appropriate, and add other uses that are not mentioned.

- _____ To identify student competencies.
- _____ To develop curriculum units and materials.
- _____ To serve as a base for guidance and counselling program directions.
- _____ For use by school council.
- _____ To develop activities for programs other than guidance (e.g., English, math, social studies).
- _____ Other _____
- _____
- _____

7. Has a school guidance and counselling advisory sub-committee of the school council been established?

_____ Yes _____ No

If yes, how often does it meet?

- _____ Annually
- _____ Semi-annually
- _____ Irregularly
- _____ Other (number of times per year _____)

8. If a school guidance and counselling advisory committee has been established, what roles does it play in the guidance and counselling program? Check the following responses as appropriate, and add other roles that are not mentioned.

- ☐ Serves as a means of initiating changes in the guidance and counselling program.
- ☐ Plays a significant role in program direction.
- ☐ Provides support and direction in planning the guidance and counselling program.
- ☐ Assists in public relations work in the community.
- ☐ Plays an active role in the guidance program.
- ☐ Assists in identifying student competencies.
- ☐ Other _____

9. What changes have been made in the role of the counsellor as a result of implementing the comprehensive guidance and counselling program? Check the following responses as appropriate, and add other changes that have been made.

- ☐ Role of the counsellor defined more clearly.
- ☐ Guidance and counselling program formalized with established priorities, goals and activities.
- ☐ Counsellor's non-guidance activities reduced.
- ☐ Counsellor conducting more group and classroom activities.
- ☐ Counsellor spending more time with students.
- ☐ Counsellor used as a resource person (by teachers, administrators, and parents.)
- ☐ More effective referral network established.
- ☐ Other _____

10. To what extent has the role of the counsellor changed as a result of implementation of the comprehensive guidance and counselling program?

☐ A great deal ☐ Some ☐ Little ☐ None

11. How would you rate the changes in the role of the counsellor in terms of meeting the needs of all students?

☐ Very helpful ☐ Helpful ☐ Neutral ☐ Unhelpful ☐ Very Unhelpful

12 Please rate the impact the comprehensive guidance and counselling program has had on each of the items listed below, using the following rating scale. Please add and provide ratings for them as necessary.

- 1 - A great deal
- 2 - Some
- 3 - Little
- 4 - None

- _____ Enhanced public's (students, parents, teachers) understanding of the guidance and counselling program.
- _____ Increased the visibility of the counsellor, and of the guidance and counselling program.
- _____ Provided a means for evaluating the guidance and counselling program.
- _____ Increased students' requests to see the counsellor.
- _____ Increased parent contacts with the counsellor.
- _____ Increased teacher referrals of students to the counsellor.
- _____ Increased counsellor referrals of students to outside agencies.
- _____ Increased counsellor's time spent working in the classroom.
- _____ Increased counsellor's contact with students.
- _____ Increased communication between guidance and counselling staff and other departments.
- _____ Other _____

13. Were there any unanticipated results of the implementation of the comprehensive guidance and counselling program? _____ Yes _____ No

If yes, please describe the unanticipated results in the box below.

14. What techniques, strategies or instruments are being used to measure the effectiveness of the comprehensive guidance and counselling program? (Please attach further details about instruments or procedures being used.)

15. How has the comprehensive guidance and counselling program had an impact on student competencies (changes in student knowledge, skills, or attitudes)? Please share any examples you may have.

16. What changes have taken place in the following structural components? Use the following rating scale.

- 1 - Increased/expanded
- 2 - Remained the same
- 3 - Decreased/reduced

_____	Budget (local dollars only)
_____	Counselling staff
_____	Clerical staff
_____	Resources and materials
_____	Facilities
_____	Other _____

17. To what extent has the school board in your district been involved in implementing the guidance and counselling program? Check the following responses as appropriate, and add additional roles that are not mentioned.

_____ Heard presentations on the comprehensive guidance and counselling program.

_____ Adopted a board policy on comprehensive guidance and counselling program.

_____ Endorsed the comprehensive guidance and counselling program

_____ Other

18. Do you have other experiences (success stories, problems) regarding the comprehensive guidance and counselling program in your school that we have not asked about? If so, please provide information in the box below.

19. What additional assistance would you like from Alberta Education to help you further implement or improve your guidance and counselling program?

**SCHOOL COMPREHENSIVE GUIDANCE
AND COUNSELLING PROGRAM MODEL
IMPLEMENTATION SURVEY**

Form For School Principals

Name of School District: _____

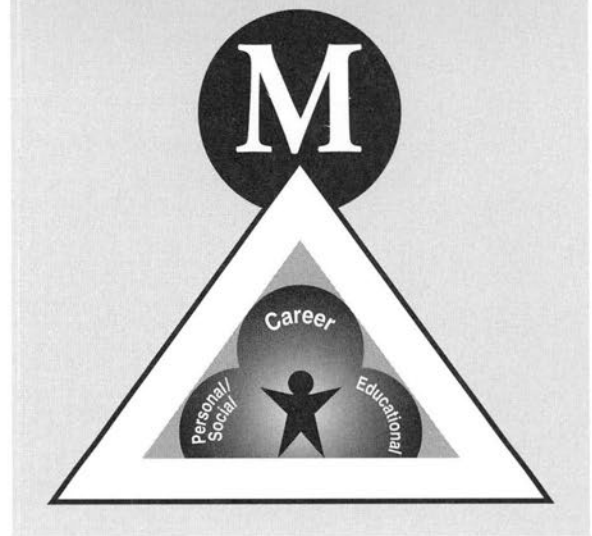
Address: _____

Phone Number: (_____) _____

Name and title of person
completing this form: _____

4. Have you or others observed benefits from the comprehensive guidance and counselling program? If so, please describe them.

5. Do you or others have concerns about the comprehensive guidance and counselling program? If so, please explain.



Selected Resources for Students and Counsellors



Resources from the Special Education Branch, Alberta Education

Note: Except as otherwise noted, all Alberta Education resources listed here are available from:

Learning Resources Distributing Centre
12350 - 142 Street,
Edmonton, Alberta T5L 4X9.
Telephone: (403) 427-2767
Fax: (403) 422-9750.

Alberta Career Events: A Planning Guide and Workbook for Counsellors and Teachers (1992)

This document describes how to plan and host a major career event. The strategies and recommendations contained in this guide are the result of many successful career events coordinated by the Special Education Branch and the Education Liaison Association of Alberta and held throughout Alberta over several years.

221987 \$2.25

Creating a Positive Place Called School: Issues, Strategies and Resources: Elementary School Counselling (1994)

This handbook which was written for counsellors, teachers and administrators involved in elementary school counselling services, is divided into four main sections:

- What Is Elementary Counselling All About? (key components of counselling programs and services)
- What Are the Referral Issues? (issues that face counsellors and others on the student support team)
- What Are the Strategies?
- What Are Some Resources? The handbook has been used successfully by counsellors in Alberta schools. The appendices: contain useful sample forms.

281171 \$5.35

Everyday Career Development: Concepts and Practices - A Guidebook for Secondary School Educators (1994)

This resource for teachers, counsellors and administrators focuses on ways of infusing career education into the high school curriculum. The Participant Guide will help guidance counsellors work through a “lock-step” process of career planning. The Facilitator Guide is designed to help the facilitator structure the course, provide some of the props that are needed (e.g., transparency masters) and give some tips regarding course delivery.

# 277211	\$10.75	Participant Guide
# 277203	\$ 5.50	Facilitator Guide

Moving to the Future: Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools (1994)

This monograph describes an outcome-based approach, presents a model for outcome-based comprehensive school guidance and counselling, describes the role of evaluation, provides sample student outcomes and a sample counselling program plan, offers an annotated list for further information, and provides sample monitoring forms and informal evaluation tools.

# 281147	\$4.90
----------	--------

Promising Practices in School Counselling (1994-1995)

This series of short articles on promising practices were written jointly by school counsellors and the Alberta Education Provincial Coordinator.

1994:

1. Innovative Job Information System at Warburg School
2. The Lions-Quest Affiliate Trainer Program: Making Schools Healthier, Happier Places for Students, Educators and Community Members
3. Facilitating the Growth of a Special Population: Counselling Native Students
4. Restructuring Student Support Services: A Counsellor's Role in a Team Approach
5. Creating a Positive Place Called School: Infusing Self-esteem in an Elementary School
6. Dynamic Duo: Parents and Educators Collaborate to Chart the Career Journey for High School Students

1995:

1. Financial Awards Program: Recognizing Academic Excellence and Student Talent
2. Recognizing Career Days: An Efficient Approach
3. "Coaches" to the Learning Process: The Teacher Advisory System
4. Bully-Proofing Your School: Teaching Strategies for Success
5. Improving School Climate: A Strategic Planning Model

Available free of charge from: Alberta Special Education Branch,
Telephone: 403-422-6326, Fax: 403-422-2039

Teacher Alert System (TAS): A Guide for Teacher Managed Assessment of Students Who Are "At Risk" of School Failure (1991)

This guide is designed for classroom teachers and school personnel who are concerned about the needs of students who deviate in some way from the "average student." The Teacher Alert System can assist in the identification, assessment and intervention process for children who have special needs that make them at risk for learning problems. The Teacher Alert System is one way to approach each difficulty and begin to structure each solution.

162016 \$6.35

Teacher Intervention Practices (TIPS): A Companion Document to the Teacher Alert System (1992)

TIPS is a companion to the Teacher Alert System (TAS). It is for classroom teachers and other school personnel who are concerned about individual students who may be at risk for learning problems. TIPS addresses issues related to family and welfare, school and classroom environment, physical/sensory disorders, developmental and learning disorders, and temperament and behavior disorders. Each section presents indicators for the issue, gives criteria for action and possible reasons for the behavior, and TIPS for dealing with the behavior. Each section ends with sources of support to classroom teachers and other school personnel.

162024 \$6.95

Resources from Alberta Advanced Education and Career Development

Note: Except as otherwise noted, all Alberta Advanced Education and Career Development resources listed here are available from:

Learning Resources Distributing Centre
12350 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: (403) 427-2767
Fax: (403) 422-9750

POSTERS: A picture is worth a thousand words. Many brightly colored posters, illustrating a wide range of career planning themes — from non-traditional career choices to lifelong learning — are available.

For a list of posters available **free of charge** to Alberta residents, please contact the Learning Resources Distributing Centre

Alberta Success Stories: The Winning Edge (1992)

Kit containing six 66-minute **videos** and a guidebook; Winner of HRD Canada Award of Excellence.

Here's how some successful companies use human resource development to improve performance and gain the competitive edge. Each program features a case study of one company and the strategies developed to improve performance.

- Case 1: The Learning Organization: Syncrude Canada Ltd.
- Case 2: Raising the Flag: Northern Telecom Ltd.
- Case 3: License to Please: Delta Bow Valley
- Case 4: Tracking a Vision: Canadian Foremost Ltd.
- Case 5: Partners in Training: The Unionized Construction Industry
- Case 6: A Little Light, A Little Water: 4th Street Rose

The guidebook examines the issues through a series of tools for environmental scanning and action planning.

#108755 \$20.00/kit

Alberta's Apprenticeship System: A Model of Excellence (1993)

14-minute video and booklet

A narrator describes the apprenticeship model while using some of the same principles to help his family piece together a model of a car. The video shows how industry's training needs are identified and converted to on-the-job and formal apprenticeship training.

#253261 \$5.50 charge for Alberta residents

Career Planner (1993)

A plain language, step-by-step guide to career planning, well illustrated and written at approximately a grade 6 level. Full of exercises, real-life stories and tips to guide the reader through a simple five-step process from "What am I doing right now?" to "What actions will I take?"

#108036 Free of charge for Alberta residents

Career Planning for Young Adults Participant Workbook (1994)

Designed for use in conjunction with the Career Planning for Young Adults Workshop Manual (\$10.00 per copy). Simple exercises range from personal skills, interests and lifestyle values quizzes to a guided fantasy, and drawing up an action plan. Excellent for high school students.

#265901 Free of charge for Alberta residents

Career Tip Sheets (1994)

Fifty seven information-packed career tip sheets, designed for easy duplication. Topics cover career and educational planning in general, employment trends, job maintenance and satisfactions, occupation choices, job search and self-assessment.

#258039 \$20.00/package for Alberta residents

Careers in the Trades: A Presenter's Guide (1995)

This resource guide was developed to provide a presenter with all the tools needed to give a talk to youth about careers in apprenticeship. Contains an overview of the apprenticeship system, a sample career talk outline, suggestions for preparing an interesting presentation and classroom demonstration ideas. Includes exercises to encourage audience participation, and a list of audio visual and print resources.

#240698

Free of charge for Alberta residents

Changing Course Midstream (1992)

This workbook is designed to help the employee work through career transitions – both voluntary and imposed. Full of exercises and tips to help the reader overcome fears, take control, re-frame thoughts from negative to positive, get support, take stock of needs and strengths, take informed risks, develop a plan, recover from mistakes and be prepared for the next transition when (not if) it comes.

#107939

Free of charge for Alberta residents

Children Challenges Choices: A Workshop for Single Parents (1995)

A pre-career planning workshop presented in six main modules with lots of alternative activities from which to choose. All modules can be covered in three to four days. Exercises provide a safe environment for participants to explore their personal situations, dreams, self-defeating behavior and attitudes, values and strengths.

#108391

\$10.00 for Alberta residents

Decision Decks (1992)

A fun educational tool designed for use in the first phase of career planning – self discovery. Two decks – 47 skills cards and 41 value cards – are individually boxed, each with an instruction card. Each card carries the name of a skill or value plus an amusing illustration on one side, and a description of that skill or value on the other. Suitable for counsellors, teachers and career practitioners.

#108523 (Skills Decision Deck)

#108747 (Values Decision Deck)

#108531 (Set)

\$3.50/deck or \$7.00/set for Alberta residents

Defining Work: An Aboriginal Perspective (1994)

This attractively designed "dictionary" provides job descriptions and educational requirements for more than 300 occupations from actuary to zoo director. Entries are broken down into sections such as managerial, helping, clerical and others.

#280066 Free of charge for Alberta residents

Education and Training Planner (1993)

Organized in five easy-to-read steps for the client who already has a career goal in mind. Describes education and training options in Alberta and tells where and how to get more information.

#237281 Free of charge for Alberta residents

Entrepreneur: A Big Word for Small Business (1993)

Thinking of starting your own business? Take the 99-item self-assessment quiz. Then consult the bibliography containing detailed descriptions of 94 books and guides for established and would-be entrepreneurs.

#107971 Free of charge for Alberta residents

Future Beat (1992)

This cleverly illustrated comic book follows grade 10 student Caitlin Powers and detective Quentin Geiger around in their quest to find the future. Along the way, teen whiz-kid Manny tips them off to clues that help them track six trends Caitlin should consider in order to succeed in the world of tomorrow. A fun way for junior and senior high school students, and the general public, to get some of the information they need to take control of their future.

#108812 Free of charge for Alberta residents

Guide to Setting Up a Career Resource Centre (1991)

Provides practical pointers on everything from choosing, obtaining and organizing materials to staffing, promotion, furnishing and decor. Includes a list of basic career planning resources with ordering addresses. Most suitable for counsellors, teachers and career practitioners.

#107989 \$4.00/copy for Alberta residents

Hands On

13 minute video

Presents a detailed explanation of the Alberta Apprenticeship Program that encourages training in the trades.

#108763 \$10.00/copy for Alberta residents

How to Research Handbook (1994)

This booklet provides the key to unlocking the information you need to land right on your career target. Covers everything from why research is important to what to do with the results. Suggests a host of information sources from libraries and government agencies to your chiropractor and hairstylist.

#237314 Free of charge for Alberta residents

It's About Time: To Start Thinking About Your Future (1995)

Factual information about post-secondary training options and exercises to help the reader prepare for the future by making informed training choices now.

#107393 Free of charge for Alberta residents

Job Search, The Product Is You (1993)

Here's a workbook packed with tools and techniques to help you sell your skills in today's competitive job market. Aimed at the self-directed individual who has post-secondary education/training and/or work experience and needs some assistance in finding employment. Covers everything from self-assessment and job targeting to writing a resume and preparing for a job interview.

#237257

Free of charge for Alberta residents

Job Seekers' Handbook (1992)

This step-by-step action guide is packed with tips, checklists, exercises, sample letters and resumes that lead the reader through the basics of a job search, from assessing skills, interest, needs and values to finding the best job available and even negotiating the terms of employment.

#107319

Free of charge for Alberta residents

Learning at Home: Distance Education Courses in Alberta, Saskatchewan and Manitoba (1995-96)

A comprehensive list of correspondence courses offered by public educational institutions, licensed private schools and professional organizations in Alberta, Saskatchewan and Manitoba.

#107955

\$8.00/copy for Alberta residents

Making It Work (1986)

15 minute video

A humorous, fast-paced look at how attitudes affect a person's work and relationships with co-workers. A series of dramatic vignettes follow Joan, Geoff and Randy as they adjust to the world of work. The video looks at such issues and topics as employer-employee expectations, monitoring, recognizing skills and the importance of maintaining a positive attitude.

#240333

\$5.50 for Alberta residents

Occupational Profiles (1995)

Over 400 up-to-date information sheets provide details on responsibilities, working conditions, personal and educational qualifications, employment and advancement opportunities, and salary levels. Suitable for use by teachers, counsellors and career practitioners.

#108739 \$35.00 for Alberta residents

Post-Secondary Education Programs (1995-1996)

A comprehensive directory of education programs offered at private and public post-secondary institutions and vocational schools in Alberta. Organized by related program subject areas (Engineering and Related Technologies, Health/Medical Sciences and Related Technologies, etc.). Listings include program name, institution (with phone number), length of program, credential awarded and entrance requirements. Suitable for use by teachers, counsellors, career practitioners, high school students and the general public.

#107400 \$10.00/copy for Alberta residents

Positive Works (1992)

Aimed at high school students and the general reader, this booklet examines the reasons – other than money – why people work and quizzes readers on their own work values and attitudes. Full of tips on how to turn negatives into positives, work well with others, use time effectively, cope with stress, find job satisfaction, balance work and play, and meet tomorrow's challenges, plus hints on how to put more pizzazz into any job.

#107848 Free of charge for Alberta residents

Self-Directed Career Planning Guide (1994)

An ideal career planning tool for older students who like to work on their own at their own pace. Packed with facts, exercises, checklists, work sheets, case studies, tips, occupational/personality profiles and strategies. Divided into five sections that walk the reader every step of the way through the process of developing a career plan, from self-discovery to making a decision and taking action.

#108333 Free of charge for Alberta residents

Teens and Careers, A Parent's Guide (1994)

Here is a guide that will not only help the reader to understand young people a little better but will also assist them in making good education and career decisions. This book is full of information, tips, exercises and suggestions on everything from trends and skills assessment to job search strategies and choosing a post-secondary institution.

#262270 Free of charge for Alberta residents

Understanding the Labour Market (1995)

This handbook outlines current labour market research, provides definitions of common labour market terms, and offers an overview of six major trends affecting the labour force. Topics include trends and forecasts, economic indicators and the language of statistics.

#237273 \$5.00/copy for Alberta residents

Valley Girl (1995)

Teenager Caitlin has a close brush with low self-esteem. As she puts it, "my life ran out of peaks. It looked like one long valley." To get away from it all, especially herself, Caitlin spends the day trying on new identities in a shopping mall in a strange part of town. Too late, she finds herself lost and stalked in the dark in a deserted industrial area. Her gripping escape from the voice in the shadows teaches her she's a fighter and is a metaphor for her escape from her own shadowy self-doubts. Teenage girls will identify with Caitlin and her journey back to self-acceptance.

#285397 Free of charge for Alberta residents

Work for All Sorts (1993)

Descriptions of work of all sorts are included in this resource: job sharing, telecommuting, flexible work hours, consulting, freelancing, personal services, mail order businesses and more. A "Getting Started" section helps readers to assess their personal work needs. What motivates you to get up in the morning? How much do you need to make? And if you are researching business options, who will be your customers?

#237265**Free of charge for Alberta residents****Your Teens Their Choices: Parent Workshop Facilitators Guide (1995)**

This workshop counters the biggest career planning myth of all: that parents have little influence on their children's career planning decisions. Targeted at parents of children who are in junior and senior high school. Topics covered in the two-to-three hour workshop include: major trends; phases and stages of child development; strategies for helping children in their career planning; education and training options and how to research them; building self-esteem in children; community agencies; and services available.

#285363**\$4.00/copy for Alberta residents**

Other Resources

Assessment of Children (1992)

by Jerome M. Sattler

This textbook, designed to teach clinical assessment skills, covers interpreting subtests, assessment of intelligence, academic achievement; visual-motor tests, behavior and exceptionalities; and writing psychological reports. This book also contains seven appendices on WISC-III and WPPSI-R.

\$67.00 (U.S.)

Available from J.M. Sattler, P.O. Box 151677, San Diego, CA, 92175,
Telephone: 1-619-460-3667

Bully-Proofing Your School: A Comprehensive Approach for Elementary Schools (1994)

by C. Garrity, K. Jens, W. Porter, N. Sager and C. Short-Camilli

A “blueprint” that an elementary school can use to easily implement a program to make the school environment safe for children physically and psychologically. The process is discussed in chapters about defining bullying, intervention in bullying situations, adoption of a school-wide program, staff training, student instruction, supporting the victims, changing the bullies, collaboration with parents, and resources and reproducible materials. The main requirement for implementing the program is enlisting a person, persons or team to fill the role of “facilitator.”

\$27.50

Available from: Sopris West, 1140 Boston Avenue, Longmont, Colorado, 80501,
Telephone: 1-303-651-2829

Creative Conflict Solving for Kids: Student Handbook (1991)

by Fran Schmidt and Alice Friedman

Each page is filled with practical worksheets designed to help students work through problems. The reproducible worksheets cover topics such as honesty, courage and getting along with all kinds of people. Titles include: Hocray for Families, My Temper-a-ture, Rules for Fighting Fair, Steps to I Care Listening, I Can Speak Up!, It Takes Courage, That Bugs Me, The Bully, and The Case of the Missing Video Game.

\$12.95 (US)

Available from: Conflict Managers of Canada, Mississauga, Ontario,
Telephone: 1-905-276-8070

Culture-Free Self-esteem Inventories for Children and Adults (1992)
by James Battle

These popular norm-referenced, self-report scales come in three forms, Forms A and B for Children and Form AD for adults. The results clearly show the relationship of self-esteem to proper academic, behavior, social and emotional functioning. The inventories are designed to screen for possible intervention, measure therapeutic progress and suggest when treatment may be discontinued.

\$150.00 Complete Battery

Available from: James Battle and Associates Ltd., 406 Edwards Building,
10053 - 111 Street, Edmonton, Alberta, T5K 2H8, Telephone: 1-403-488-1362
or 1-800-463-9144, Fax: 1-403-482-3332.

Independent Study Skills: Secondary: Teacher Resource:
Grades 7-12 (1994)
by Edmonton Public Schools

Self-directed learning processes enable students to retrieve and organize information, make decisions, communicate and express themselves better, and manage their responsibilities and commitments more effectively. Topics include: feeling good about school, directing one's own life, mental fitness, communication fitness, assessment and goal setting.

\$11.28

Available from: Edmonton Public Schools Distribution Centre, 18004 - 116 Avenue,
Edmonton, Alberta, T5S 1L5, Telephone: 1-403-455-0247, Fax: 1-403-455-7245

Joining Together: Group Theory and Group Skills (1994: 5th Edition)
by David W. Johnson and Frank P. Johnson

This book provides the theory and experiences necessary to develop an understanding of group dynamics and effective group skills.

\$60.95

Available from: Prentice-Hall Canada School Division, 1870 Birchmount Rd,
Scarborough, Ontario, M1P 2J7, Telephone: 1-800-567-3800, Fax: 1-416-299-2539

Learning Styles Inventory: A Measure of Student Preference for Instructional Techniques (1978)

by Joseph S. Renzulli and Linda H. Smith

Assists teachers in individualizing the instructional process. Assesses the methods or ways through which students prefer to learn subject matter content (e.g., projects, drill and recitation, peer teaching, teaching games, independent study, programmed instruction, lecture, simulation).

\$12.55

Available from: Mind Resources, Box 126, Kitchener, Ontario, N2G 3W9,
Telephone: 1-519-895-0330, Fax: 1-519-895-0331

School Crisis Survival Guide (1991)

by S. Petersen and R. Straub

A step-by-step guide that helps students in grades K-12 anticipate and overcome any kind of crisis or tragedy, including personal losses, tragic accidents, a terminally ill classmate, suicide, violence and natural disasters. Provides 32 reproducible activity sheets to use at different stages of a child's recovery: ready-to-copy forms and checklists for setting up a crisis plan, dealing with the media and utilizing community resources; and scores of real-life examples that help kids cope with fear, grief and trauma.

\$38.74

Available from: Prentice-Hall Canada School Division, 1870 Birchmount Rd,
Scarborough, Ontario, M1P 2J7, Telephone: 1-800-567-3800, Fax: 1-416-299-2539

Take Our Kids to Work Day (1995)

The Learning Partnership

This resource enables junior high students to view their parents or another adult in different roles and responsibilities and to enhance their understanding of individual jobs in the context of the larger working community. The kit consists of a teacher's resource booklet and videotape.

No charge

Available from: the Learning Partnership, Dundas Street West, Suite 504, Toronto, ON M8V 1Z3, Telephone: 1 (416) 977-4450 or 1 (416) 977-5115.

**Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children:
Grades 1-6 (1989)**

by Ann Vernon

This curriculum is based on the principles of Rational Emotive Therapy. It helps students learn to use positive mental health concepts in overcoming irrational beliefs, negative feelings and attitudes, and the negative consequences that may result. The volume contains 90 field-tested activities in five categories: self-acceptance, feelings, beliefs and behavior, problem solving/decision making and interpersonal relationships. The activities are designed for use in the classroom or in small-group settings. They include simulation games, stories, role plays, written activities, brainstorming and art activities.

\$36.35

Available from: Research Press, 60 Rankin Street, Waterloo, Ontario, N2V 1V9,
Telephone: 1-800-265-3375, Fax: 1-519-747-0062

**Working Toward Peace: Grades 6-8: Managing Anger, Resolving Conflict, and
Preventing Violence (1991)**

Curriculum Manual: Twenty sessions in four easy-to-use parts: Managing Our Own Anger, Understanding Conflict, Managing Conflict Appropriately, and Discovering Pathways to Peace.

Poster Set: Four posters support the concepts in the lessons. Colorful and thought-provoking, the posters highlight the strategies introduced and provide a ready reference piece for the instructor.

Student Book: Candid photographs combined with dynamic graphics that capture students' interest are incorporated throughout the worksheets and readings. Unit projects allow students to practice the skills learned in the lessons.

Administrator's Guide: Suggests ways administrators can take an active role in accomplishing the goals of Working Toward Peace. It also recommends other approaches to help establish and enhance a safe school environment, including updating relevant school policies, setting up a School Climate Team, making the most of staff development opportunities, and involving families and the community in promoting peaceful conflict resolution, inside and outside the school.

\$59.95

Available from: Lions-Quest Canada, 515 Dotzert Court, Unit #7, Waterloo, Ontario, N2L 6A7, Telephone: 1-800-265-2680, Fax: 1-519-725-3118

Formal, Norm Referenced Personal-Social Assessment Instruments

Child Behavior Checklist (CBCL)

Domain:	Behavioral outcomes
Origin:	United States
Purpose:	A clinical instrument “designed to obtain parents’ descriptions of their children’s behavior in a standardized format”
Description:	118 behavior problem items (in past six-month period) plus 20 items concerning social competence; three-point rating scale (not true, too often true) Child Behavior Checklist: five composite scale scores: social competence (activities, social, school), behavior problems (internalizing, externalizing) Nine specific scaled scores: schizoid/anxious, depressed, uncommunicative, obsessive-compulsive, somatic complaints, social withdrawal, hyperactive, aggressive, delinquent Teacher’s Report Form (ages 6-16): same scales as parent form Direct Observation Form (ages 4-16): ratings by trained observer; 10-minute sessions in the classroom or other group activities Two scores: behavior problems; on-task score Youth Self-Report Form (ages 11-18): ratings by self Two composite scores: social competence, behavior problems
Age/Grade Range:	Ages 4 to 18
Author(s):	Thomas M. Achenbach, Craig Edelbrock
Availability:	Dr. Thomas M. Achenbach, Department of Psychiatry, University of Vermont, Burlington, VT, 05401 USA

Culture-Free Self-esteem Inventories for Children and Adults (SEI)

(Former title: Canadian Self-esteem Inventories for Children and Adults)

Domain:	Affective outcomes;
Origin:	Edmonton, Alberta
Purpose:	To measure self-esteem in children and adults
Description:	Three forms for two different ages. Six scores within each form (general, social/peer, academic/school, parent/home, lie scale, total) Available in English, French and Spanish
Age/Grade Range:	Grades 3-9; adults
Test Development/	
Publication:	1981
Author(s):	James Battle
Availability:	Special Child Publications, P.O. Box 33548, Seattle, WA. 98133 USA

Student's Perception of Ability Scale (SPAS)

Domain:	Personal/social, educational
Origin:	Edmonton, Alberta
Purpose:	To measure subject-specific self-concept in elementary school children
Description:	70 items; 7 scores: general ability, arithmetic, school satisfaction, reading/spelling, penmanship/neatness, confidence, total
Age/Grade Range:	Grades 2 to 6
Test Development/	
Publication:	1977
Author(s):	Federic J. Boersma, James W. Chapman
Availability:	Psychometrics Canada Ltd., Room 103, Students' Union Building, University of Alberta Edmonton, AB T6G 2J7

Attitudes Toward the World of Work

Domain:	Career, personal/social
Origin:	Edmonton, Alberta
Purpose:	To assess the attitudes of Alberta students toward the world of work
Description:	75 items; 15 scales Scales: preparation by school, interest and variability in jobs, diligence, laziness, job security, positive employer characteristics, independence, money, ambition, locus of control, confidence in succeeding, negative employer characteristics, social relations, attitudes towards unemployment, general attitudes towards earning a living
Age/Grade Range:	Grades 9 to 12
Test Development/	
Publication:	1976 - 1983
Author(s):	Thomas O. Maguire, Eugene W. Romaniuk, Katherine MacRury
Availability:	Learning Resources Distributing Centre Alberta Education, 12360 - 142 Street Edmonton, AB, T5L 4X9

Pier-Harris Children's Self-Concept Scale (The Way I Feel About Myself)

Domain:	Personal/social
Origin:	United States
Purpose:	Designed "to aid in the assessment of self-concept in children and adolescents. Self-concept is a relatively stable set of self-attitudes reflecting both a description and an evaluation of one's behavior and attributes."
Description:	80 items; total score plus 6 cluster scores: behavioral, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction
Age/Grade Range:	Grades 4 to 12
Test Development	
Publication:	1969 to 1984
Author(s):	Ellen V. Piers, Dale B. Harris
Availability:	Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA. 90025 USA

School Subjects Attitude Scales (SSAS)

Domain:	Educational/personal/social
Origin:	Edmonton, Alberta
Purpose:	"To measure group (classroom) attitudes toward school subjects." (not intended to be used at the level of the individual student)
Description:	24 semantic pairs; 3 scores: evaluative, usefulness, difficulty
Age/Grade Range:	Grades 5 to 12
Test Development	
Publication:	1982 - 1983
Author(s):	V. R. Nyberg, S.C.T. Clarke
Availability:	Learning Resources Distributing Centre, Alberta Education, Edmonton, Alberta